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Ce cahier est destiné à l'enseignant d'une classe multiprogramme du deuxième cycle du primaire. Il vise à l'aider à parfaire sa connaissance globale des programmes et à pouvoir effectuer des liens entre les objectifs d'un ou de plusieurs programmes pour une ou plusieurs classes. Il lui permet également de connaître les objectifs atteints en cours d'année. Les programmes sont présentés par ordre alphabétique. Les objectifs occupent le côté gauche de la page et à droite se trouvent cinq colonnes. Les trois premières colonnes indiquent à l'aide d'une ligne fléchée en quelle classe les objectifs peuvent faire l'objet d'activités d'apprentissage. Lorsque l'objectif est terminal et doit être évalué, la ligne se termine par un "T". La quatrième colonne identifiée par un "P" (pour objectif présenté) permet à l'enseignant d'indiquer son numéro de thème de l'objectif poursuivi. La cinquième colonne nommée "R" (pour réévaluation) sert à l'enseignant à signaler s'il y a lieu ou non de revoir cet objectif avec ses élèves.

Type de document:

LES CLASSES MULTIPROGRAMMES

Cahier des objectifs des programmes d'études (2^e cycle du primaire)

Québec

LES CLASSES MULTIPROGRAMMES

Cahier des objectifs
des programmes d'études
(2^e cycle du primaire)

Ministère de l'Éducation
Direction régionale de la Côte-Nord
1992

Dans le présent document, le générique féminin est utilisé dans le seul but d'être représentatif du personnel enseignant au primaire.

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AVANT-PROPOS

Ce projet, amorcé par le Service de l'enseignement de la Commission scolaire du Littoral, a, par la suite, fait l'objet d'une collaboration des commissions scolaires de la Côte-Nord, de la Direction régionale, de la Direction de la coordination des réseaux et de la Direction générale de la formation des jeunes.

Le présent cahier fait partie d'un ensemble comprenant :

- trois documents intitulés **Cahier des objectifs des programmes d'études**, soit :
    - 1^{er} cycle du primaire;
    - 2^e cycle du primaire;
    - 3^e et 4^e année du primaire.

Ces cahiers sont aussi disponibles sur trois disquettes - WordPerfect - auprès des directions régionales avec un guide d'accompagnement.

- une banque d'activités liées à des thèmes pour le 1^{er} cycle et le 2^e cycle du primaire ainsi que pour la 3^e et 4^e année. Ces activités ont été conçues par et pour des enseignantes de classes multiprogrammes.

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CAHIER DES OBJECTIFS

1.0 Destinataires des cahiers des objectifs

Ils sont destinés à l'enseignante d'une classe multiprogramme du primaire. Ils peuvent aussi être utiles à l'enseignante qui intervient dans une classe ordinaire.

2.0 Utilisation et contenu des cahiers

Ils ont pour but de faciliter la gestion de l'enseignement. Ils permettent à l'enseignante de parfaire sa connaissance globale des programmes et de la rendre habile à faire des liens entre les objectifs d'un ou de plusieurs programmes pour une ou plusieurs classes. Ils permettent aussi de connaître les objectifs atteints en cours d'année.

Les cahiers contiennent les objectifs de tous les programmes d'études du primaire. Trois cahiers sont disponibles : un pour chaque cycle du primaire et le troisième regroupant les objectifs de 3^e et de 4^e année. Afin d'en faciliter le repérage, les programmes sont présentés par ordre alphabétique.

3.0 Numérotation des objectifs des programmes

Pour la majorité des programmes, la numérotation retenue respecte celle des programmes officiels. Cependant, comme il y avait redondance en ce qui a trait à la numérotation des objectifs de français, il a été convenu d'utiliser un code alphanumérique en ajoutant simplement devant la numérotation de l'objectif les lettres suivantes :

OH pour oral (habileté),
LH pour lecture (habileté),
LC pour lecture (connaissance),
LT pour lecture (technique),
EH pour écriture (habileté),
EC pour écriture (connaissance),
ET pour écriture (technique).

En sciences de la nature, pour le cahier contenant les classes de 3ᵉ et de 4ᵉ année, il a été choisi d'ajouter un chiffre 3 ou 4 devant la numérotation existante car les deux cycles affichaient la même dénomination pour un objectif donné. Ainsi, l'objectif 1.2.2 de 3ᵉ année et l'objectif 1.2.2 de 4ᵉ année deviennent respectivement 3.1.2.2 et 4.1.2.2.

4.0 Mode d'utilisation des cahiers

Tous les objectifs des programmes sont regroupés et occupent le côté gauche d'une page. À droite de ces objectifs, il y a cinq colonnes. Dans les trois premières colonnes, une ligne fléchée indique en quelle classe les objectifs peuvent faire l'objet d'activités d'apprentissage. Lorsque cette ligne se termine par un «T», cela indique que l'objectif est terminal et doit être évalué. En sciences humaines, l'astérisque placé dans une colonne vis-à-vis un objectif intermédiaire réfère à une répartition suggérée des contenus.

Dans la colonne nommée «P» pour objectif PRÉSENTÉ, l'enseignante indique son numéro de thème de l'objectif poursuivi.

Enfin, dans la colonne nommée «R» pour RÉÉVALUATION, l'enseignante indique un «N» (non nécessaire) pour signifier que l'objectif est considéré comme acquis par l'ensemble de sa classe et qu'il ne nécessite plus d'évaluation. Cependant, si l'enseignante inscrit un «O», (oui une réévaluation est nécessaire) dans cette colonne, elle doit alors revoir cet objectif avec ses élèves.

Pour ces deux dernières colonnes, l'enseignante pourrait inscrire sa propre codification.

TABLE DES MATIÈRES

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ANGLAIS, LANGUE SECONDE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

OBJECTIF GLOBAL

L'ÉLÈVE NON-ANGLOPHONE DEVRAIT ÊTRE CAPABLE D'UTILISER LA LANGUE ANGLAISE COMME MOYEN DE COMMUNICATION DANS DES SITUATIONS CORRESPONDANT À DES BESOINS ET À DES INTÉRÊTS PROPRES À SON ÂGE.

1.0 **OBJECTIF GÉNÉRAL 1: L'ÉLÈVE SERA CAPABLE DE COMPRENDRE LES MESSAGES QUI LUI SONT ADRESSÉS, ORALEMENT OU PAR ÉCRIT, DANS UN NOMBRE LIMITÉ DE SITUATIONS QUE VIVENT LES ENFANTS ANGLOPHONES DU MÊME ÂGE**

OBJECTIF GÉNÉRAL 2: L'ÉLÈVE SERA CAPABLE DE S'EXPRIMER ET DE SE FAIRE COMPRENDRE, ORALEMENT OU PAR ÉCRIT, DANS UN NOMBRE LIMITÉ DE SITUATIONS QUE VIVENT LES ENFANTS ANGLOPHONES DU MÊME ÂGE

DOMAINE: INFORMATION FACTUELLE

		Classe			P	R
		4	5	6		
1.1.1	Lorsqu'on identifiera oralement une tierce personne, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).	↔	T ↔			
1.1.2	Dans une situation appropriée, l'élève sera capable, oralement, de s'identifier ou d'identifier une tierce personne (Niveau E2).	↔	↔	T ↔		
1.1.3	Lorsqu'on lui demandera par écrit de s'identifier, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C.)	T ↔				
1.1.4	Lorsqu'on lui demandera oralement de s'identifier ou d'identifier une tierce personne, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).	↔	T ↔			
1.1.5	Lorsqu'il(elle) voudra se renseigner sur l'identité d'une personne, l'élève sera capable de formuler sa demande oralement (Niveau E2).	↔	↔	T ↔		
1.1.6	Dans un contexte approprié, l'élève sera capable de s'identifier par écrit (Niveau E2).			T ↔		
1.2.1	Lorsqu'on identifiera oralement un animal, un objet ou un lieu, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).	↔	T ↔			
1.2.2	Lorsqu'on lui en fera la demande oralement, l'élève sera capable d'identifier oralement un animal, un objet ou un lieu (Niveau E2).	↔	T ↔			
1.2.3	Lorsqu'on lui demandera oralement d'identifier un animal, un objet ou un lieu, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).	↔	↔	T ↔		
1.2.4	Lorsqu'il(elle) voudra se renseigner sur un animal, un objet ou un lieu, l'élève sera capable de le demander oralement (Niveau E2).	↔	T ↔			
1.2.5	Lorsqu'on lui aura identifié par écrit, un animal, un objet ou un lieu, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).		T ↔			
1.2.6	Dans un contexte approprié, l'élève sera capable d'identifier, par écrit un animal, un objet ou un lieu (Niveau E2).		↔	T ↔		
1.3.1	Lorsqu'on lui décrira oralement une personne, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).		↔	T ↔		
1.3.2	Lorsqu'on le lui demandera oralement, l'élève sera capable de décrire oralement des personnes (Niveau E2).			T ↔		
1.3.3	Lorsqu'on lui demandera oralement de décrire une tierce personne, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).	↔	T ↔			
1.3.4	Lorsqu'il(elle) aura besoin d'informations sur une tierce personne, l'élève sera capable de les demander oralement (Niveau E2).		↔	T ↔		

ANGLAIS, LANGUE SECONDE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
1.3.5	Lorsqu'on lui décrira par écrit une personne, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).			T ↔		
1.3.6	Dans une situation appropriée, l'élève sera capable de donner, par écrit, une description de lui(elle) même (Niveau E2).			T ↔		
1.4.1	Lorsqu'on lui décrira oralement un animal, une chose ou un lieu, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).	↔	T ↔			
1.4.2	Dans un contexte approprié, l'élève sera capable de décrire oralement un animal, un objet ou un lieu (Niveau E3).	↔	↔	T ↔		
1.4.3	Lorsqu'on lui demandera oralement de décrire un animal, un objet ou un lieu, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).		↔	T ↔		
1.4.4	Dans un contexte approprié, l'élève sera capable de demander oralement la description d'un animal, d'une chose ou d'un lieu (Niveau E2).		↔	T ↔		
1.4.5	Lorsqu'on lui décrira par écrit, un animal, un objet ou un lieu, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).			T ↔		
1.5.1	Suite à la lecture d'un simple écrit, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).		T ↔			
1.5.2	Suite à l'écoute d'un court récit, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).	T ↔				
DOMAINE:	**ATTITUDES INTELLECTUELLES**					
2.1.1	Lorsqu'on exprimera oralement la capacité d'accomplir une action, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).		↔	T ↔		
2.1.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement sa capacité, son incapacité ou celle d'une tierce personne (Niveau E2).		↔	T ↔		
2.1.3	À une question orale portant sur la capacité d'accomplir une action donnée, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).	↔	↔	T ↔		
2.1.4	Lorsqu'il(elle) aura besoin d'informations sur la capacité d'une personne d'accomplir une action donnée, l'élève sera capable de les demander oralement (Niveau E2).		↔	T ↔		
2.2.1	Lorsqu'on exprimera oralement l'idée d'obligation, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).		T ↔			
2.2.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement l'obligation qu'il(elle) a ou n'a pas ou qu'une tierce personne a ou n'a pas de faire quelque chose (Niveau E3).			T ↔		
2.2.3	À une question orale portant sur l'obligation d'accomplir une action, l'élève sera capable de démontrer qu'il(elle) a compris (Niveau C).		↔	T ↔		
2.2.4	Dans une situation appropriée, l'élève sera capable de demander oralement si lui/elle-même ou une tierce personne, sont obligés d'accomplir une action (Niveau E2).			T ↔		
2.3.1	Lorsqu'on lui demandera oralement la permission de faire quelque chose ou d'aller quelque part, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).		↔	T ↔		
2.3.2	Lorsqu'il(elle) aura besoin d'une permission pour lui/elle-même ou une tierce personne, l'élève sera capable de la demander oralement (Niveau E2).			T ↔		
2.4.1	Lorsqu'on exprimera oralement une certitude, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).		T ↔			

ANGLAIS, LANGUE SECONDE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe				
		4	5	6	P	R
2.4.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement la certitude (Niveau E3).			T		
2.4.3	À une question orale portant sur la certitude qu'il(elle) a d'un fait ou d'une chose, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).			T		
2.4.4	À une affirmation qu'on lui aura faite oralement, l'élève sera capable d'en demander la certitude (Niveau E2).		T			
2.5.1	Lorsqu'on exprimera oralement son accord ou son désaccord, l'élève sera capable de montrer qu'il(elle) a compris (Niveau C).		T			
2.5.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement son accord ou son désaccord (Niveau E3).			T		
2.5.3	Lorsqu'on lui demandera oralement s'il (si elle) est d'accord ou non, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).			T		
2.5.4	Dans une situation appropriée, l'élève sera capable de demander, oralement, à une tierce personne si elle est d'accord ou non (Niveau E3).		T			
2.6.1	Lorsqu'on lui offrira oralement de prendre quelque chose ou d'en prendre davantage, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).			T		
2.6.2	Dans une situation appropriée, l'élève sera capable oralement d'offrir à une tierce personne de prendre quelque chose ou d'en prendre davantage (Niveau E2).			T		
2.7.1	Lorsqu'on exprimera oralement l'acceptation ou le refus de quelque chose, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).		T			
2.7.2	Dans une situation appropriée, l'élève sera capable d'accepter ou de refuser oralement quelque chose (Niveau E3).			T		
DOMAINE:	**ATTITUDES AFFECTIVES**					
3.1.1	Lorsqu'on exprimera oralement ses goûts ou ses aversions, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).		T			
3.1.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement ses goûts ou ses aversions ou celles d'une tierce personne (Niveau E2).			T		
3.1.3	À une question orale sur ses goûts ou ses aversions, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).			T		
3.1.4	Dans une situation appropriée, l'élève sera capable de demander oralement à une tierce personne ses goûts ou ses aversions (Niveau E2).			T		
3.1.5	Dans une situation appropriée, l'élève sera capable d'exprimer par écrit ses goûts ou ses aversions (Niveau E2).			T		
3.2.1	À une énoncé oral exprimant une intention de faire quelque chose, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).		T			
3.2.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement ses intentions ou celles d'une autre personne (Niveau E2).			T		
3.2.3	À une question orale portant sur ses intentions ou celles d'une tierce personne, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).			T		
3.2.4	Dans une situation appropriée, l'élève sera capable de demander oralement à quelqu'un quelles sont ses intentions (Niveau E2).			T		

ANGLAIS, LANGUE SECONDE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe				
		4	5	6	P	R
3.3.1	Dans une situation où quelqu'un exprime le désir d'avoir ou de faire quelque chose, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔	↔	T ↔		
3.3.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement son désir, ou celui d'une autre personne, d'avoir ou de faire quelque chose (Niveau E2).	↔	↔	T ↔		
3.3.3	À une question portant sur son désir, ou celui d'une autre personne, d'avoir ou faire quelque chose, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).		↔	T ↔		
3.3.4	Lorsque l'élève voudra savoir si une tierce personne désire ou non faire ou avoir quelque chose, il (elle) sera capable de le demander oralement (Niveau E2).			T ↔		
3.4.1	Dans une situation où quelqu'un exprime oralement ses préférences, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).		↔	T ↔		
3.4.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement ses préférences (Niveau E2).		↔	T ↔		
3.4.3	À une question orale portant sur ses préférences, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).		↔	T ↔		
3.4.4	Lorsque l'élève voudra connaître les préférences d'une tierce personne, il (elle) sera capable de le demander (Niveau E2).		↔	T ↔		
DOMAINE:	**ACTES INCITATIFS**					
4.1.1	Lorsqu'on lui suggérera oralement de faire quelque chose, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔	↔	T ↔		
4.1.2	Lorsqu'il (elle) voudra faire une suggestion, l'élève sera capable de le faire oralement (Niveau E2).		↔	T ↔		
4.2.1	Lorsque quelqu'un demandera oralement de l'aide, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔	↔	T ↔		
4.2.2	Dans une situation appropriée, l'élève sera capable de demander oralement de l'aide à quelqu'un (Niveau E3).	↔	↔	T ↔		
4.3.1	Lorsqu'on lui offrira oralement de l'aider, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).		↔	T ↔		
4.3.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement son désir d'aider quelqu'un (Niveau E2).		↔	T ↔		
4.4.1	À une invitation qui lui est faite oralement, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔	↔	T ↔		
4.4.2	Dans une situation appropriée, l'élève sera capable de faire, oralement une invitation à une tierce personne (Niveau E2).		↔	T ↔		
4.5.1	Lorsqu'on exprimera oralement une mise en garde, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔		T ↔		
4.5.2	Lorsqu'il (elle) pressentira un danger, l'élève sera capable d'en prévenir oralement une tierce personne (Niveau E3).		T ↔			
4.6.1	Lorsqu'on lui donnera oralement des consignes, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	T ↔				
4.6.2	Lorsqu'on lui donnera par écrit des consignes simples, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔	↔	T ↔		
4.6.3	Lorsqu'il s'agira de faire faire une ou plusieurs actions à une tierce personne, l'élève sera capable de donner oralement des consignes (Niveau E2).		T ↔			

ANGLAIS, LANGUE SECONDE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
4.6.4	Lorsqu'on lui demandera oralement de donner des consignes, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).		↔	T ↔		
4.6.5	Lorsqu'il (elle) voudra savoir comment faire quelque chose, l'élève sera capable de le demander (Niveau E2).		↔	T ↔		
4.7.1	Lorsqu'on lui indiquera oralement la direction à prendre, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).		T ↔			
4.7.2	Lorsqu'on lui indiquera par écrit la direction à prendre, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C.)		↔	T ↔		
4.7.3	Lorsqu'on le lui demandera oralement, l'élève sera capable d'indiquer oralement la direction à prendre (Niveau E2).			T ↔		
4.7.4	Lorsqu'on lui demandera oralement quelle direction prendre, l'élève capable de montrer qu'il (elle) a compris (Niveau C).	↔		T ↔		
4.7.5	Lorsqu'il (elle) en aura besoin, l'élève sera capable de demander oralement la situation d'un endroit (Niveau E3).		T ↔			
4.8.1	Lorsqu'on lui demandera oralement de clarifier son message, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔	↔	T ↔		
4.8.2	Lorsqu'il (elle) ne comprendra pas un message oral, l'élève sera capable de demander qu'on le répète ou qu'on le clarifie (Niveau E2).	↔	↔	T ↔		
4.8.3	S'il (si elle) ne comprend pas un message écrit, l'élève sera capable de demander des éclaircissements (Niveau E2).		↔	T ↔		
4.9.1	Dans une situation où l'on s'enquiert d'une tierce personne, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).			T ↔		
4.9.2	Dans une situation appropriée, l'élève sera capable de s'enquérir d'une tierce personne (Niveau E2).			T ↔		
4.9.3	Dans une situation où l'on demandera à avoir quelque chose, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔	T ↔			
4.9.4	Dans une situation appropriée, l'élève sera capable de demander oralement quelque chose (Niveau E2).	↔	T ↔			
DOMAINE:	**ACTES SOCIAUX**					
5.1.1	Lorsqu'on lui présentera oralement une personne en particulier, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔	T ↔			
5.1.2	Lorsqu'il aura besoin de se présenter ou de présenter une tierce personne, l'élève sera capable de le faire oralement (Niveau E3).	↔	↔	T ↔		
5.2.1	Dans une situation appropriée, l'élève sera capable d'exprimer oralement ses salutations selon l'heure de la journée (Niveau E3).	T ↔				
5.2.2	Dans une situation appropriée, l'élève sera capable d'exprimer, par écrit et brièvement, des souhaits (Niveau E3).		T ↔			
5.3.1	Dans une situation où quelqu'un prend oralement congé, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	↔	↔	T ↔		
5.3.2	Lorsque l'élève devra prendre congé ou qu'une tierce personne prendra congé, l'élève sera capable de dire au revoir (Niveau E3).	↔	T ↔			
5.4.1	Lorsqu'on exprimera oralement des remerciements, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).	T ↔				

ANGLAIS, LANGUE SECONDE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
5.4.2	Dans une situation appropriée, l'élève sera capable d'exprimer oralement ses remerciements (Niveau E3).		T			
5.5.1	Lorsqu'on fera oralement des excuses, l'élève sera capable de montrer qu'il (elle) a compris (Niveau C).			T		
5.5.2	Dans une situation appropriée, l'élève sera capable de s'excuser oralement (Niveau E3).			T		

GRILLES D'OBSERVATION DU COMPORTEMENT

Compréhension
- écoute
- lecture

C_0 L'élève ne parvient pas, en dépit de divers moyens, à montrer qu'il a compris le message.

C L'élève montre qu'il a compris le message, en utilisant l'un des moyens suivants :

- non verbal :
  - geste/mimique
  - dessin
  - coche
  - exécution d'une action
  - etc.
- verbal :
  - langue d'enseignement
  - langue seconde

Expression
- parole
- écriture

E_0 L'élève ne parvient pas à communiquer un message.

E_1 L'élève parvient à communiquer un message en dépit des erreurs de forme et de phonologie*, mais il a besoin d'aide.

E_2 L'élève parvient à communiquer un message sans aide, en dépit des erreurs de forme et de phonologie*.

E_3 L'élève communique un message sans aide, dans une forme correcte, en dépit des erreurs de phonologie*.

E_4 L'élève communique un message avec l'aisance d'un anglophone du même âge.

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* Remplacer par «ORTHOGRAPHE» lorsqu'il s'agit d'expression écrite.

ART DRAMATIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
	OBJECTIF GLOBAL					
	PERMETTRE À L'ENFANT DE FAIRE L'APPRENTISSAGE DU LANGAGE DRAMATIQUE COMME MOYEN D'EXPRESSION ET DE COMMUNICATION À L'INTÉRIEUR D'UNE ACTIVITÉ LUDIQUE ET COLLECTIVE QUI ENGAGE SON ÊTRE DANS SA GLOBALITÉ.					
	PERCEVOIR					
1.0	**Objectif général: permettre à l'enfant de développer son aptitude à intérioriser les sensations et les émotions qu'il éprouve au contact de son environnement afin de renouveler son rapport au monde et d'enrichir son expression.**					
1.1	**Développer son aptitude à s'arrêter, à se détendre et à porter une attention consciente aux stimuli de l'environnement.**			T		
1.1.1	Explorer des mouvements de détente globaux (étirements, bâillements, activités de mouvement).					
1.1.2	Explorer l'immobilité, en opposition-contraste avec la mobilité.					
1.1.3	Identifier les qualités physiques de son environnement sur le plan: sonore, visuel, tactile, olfactif, gustatif.					
1.2	**Développer sa capacité d'écoute du monde et de lui-même.**			T		
1.2.1	Identifier les qualités physiques de son environnement sur le plan: sonore, visuel, tactile, olfactif, gustatif.					
1.2.2	Apprécier diverses qualités de silence.					
1.2.3	Prendre conscience de sa respiration (contraste: essoufflement après mouvement violent et respiration calme).					
1.2.4	Prendre conscience de ses sensations (contraste: chaud - froid).					
1.2.5	Revivre par la mémoire sensorielle et affective des sensations et des émotions reliées à des expériences vécues.					
1.2.6	Explorer par l'imagination des situations fictives ainsi que les sensations et les émotions qui leur sont reliées.					
	FAIRE Exploration					
2.0	**Objectif général: permettre à l'enfant de prendre conscience de son corps afin d'en exploiter les ressources dans son expression communication.**					
2.1	**Se mouvoir avec aisance, seul et en coordination avec un pair.**			T		
2.1.1	Explorer des mouvements de base (marches et sauts divers: marches d'animaux ou marches dans des lieux différents).					
2.1.2	Explorer le mouvement global de son corps de la plus petite à la plus grande amplitude (la pousse d'une plante - l'éclosion d'un oeuf).					
2.1.3	Prendre conscience des différentes parties de son corps (marionnette à fils).					
2.1.4	Bouger les différentes parties de son corps, les unes en relation avec les autres (machines à engrenage).					
2.2	**Exploiter les différentes possibilités expressives de son corps.**			T		
2.2.1	Explorer des attitudes corporelles (statues - clichés photographiques).					

ART DRAMATIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
2.2.2	Explorer différents rythmes corporels (vite: écureuil, gens de la ville - lent: ralenti cinématographique).					
2.2.3	Explorer différentes formes (ronde: bulle - angulaire: étoile de mer).					
2.2.4	Explorer différentes qualités de mouvement (fluide: nuage, cerf-volant - saccadé: robot, soldat de bois).					
3.0	**Objectif général: permettre à l'enfant de prendre conscience de sa voix afin d'en exploiter les ressources dans son expression - communication.**					
3.1	**Exploiter différentes variétés de sons que la voix humaine peut produire.**	↔	↔	T ↔		
3.1.1	Explorer les sons humains instinctifs (souffle, bâillements).					
3.1.2	Explorer les sons spontanés reliés aux actions quotidiennes (pousser - tirer).					
3.1.3	Explorer l'imitation des sons de l'environnement (cris d'animaux, bruits de machines ou d'objets de la vie courante).					
3.2	**Exploiter différentes variétés de sons et qualités d'émission sonore.**	↔	↔	T ↔		
3.2.1	Explorer les sons spontanés reliés aux mouvements (chute - projection en avant).					
3.2.2	Explorer les modifications possibles de l'émission sonore par des variations sur: - la respiration, - la hauteur de la voix, - le volume de la voix, - la vitesse d'émission des sons, - l'intonation.					
3.2.3	Explorer les effets de l'alternance silence-émission sonore.					
4.0	**Objectif général: permettre à l'enfant de prendre conscience de son environnement (espace) afin de l'utiliser de façons variées au service de son expression-communication.**					
4.1	**Se déplacer avec aisance dans l'espace à l'intérieur de situations impliquant des interactions simples.**	↔	↔	T ↔		
4.1.1	Prendre possession de son espace propre (ouvrir et fermer: papillon).					
4.1.2	Explorer des déplacements simples suivant des trajets divers (serpentin, zigzag, cercle).					
4.1.3	S'orienter dans l'espace en fonction de repères visuels, auditifs, tactiles.					
4.1.4	Se déplacer en coordination avec un pair dans un espace défini.					
4.1.5	Explorer des changements de niveaux simples (haut: girafe - bas: crapaud accroupi).					
4.2	**Évoluer harmonieusement dans l'espace à l'intérieur de situations impliquant des interactions multiples et complexes.**	↔	↔	T ↔		
4.2.1	Prendre possession de l'espace environnant (espace - classe) à travers des déplacements selon des directions et des trajets de difficulté variée.					
4.2.2	Organiser l'espace de manière à s'assurer un jeu individuel, à deux ou en microgroupe cohérent.					
4.2.3	Explorer des changements de niveaux en mouvement continu: - seul, - à deux, - en microgroupe.					

ART DRAMATIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe 4	Classe 5	Classe 6	P	R
5.0 **Objectif général: permettre à l'enfant de prendre conscience de son environnement (objets) afin de l'utiliser de façons variées au service de son expression-communication.**					
5.1 **Explorer l'utilisation des objets comme supports dans ses mouvements et ses déplacements.**			T		
5.1.1 Explorer les qualités physiques des objets: formes, textures, couleurs.					
5.1.2 Explorer les rapports possibles de son corps avec les objets: - rapports d'espace: dessous - dedans... - rapports de forme: forme de l'objet - forme corporelle.					
5.1.3 Se déplacer avec le support d'un objet, seul ou en coordination avec un pair.					
5.1.4 Explorer les actions possibles avec l'objet utilisé selon: - sa destination usuelle, - des attributs imaginés (une chaise devenue une cabane dans un arbre).					
5.2 **Exploiter différents niveaux d'utilisation des objets (niveaux réaliste, utilitaire et imaginaire) à l'intérieur de situations d'interaction à deux et en microgroupe.**			T		
5.2.1 Explorer les rapports possibles de son corps avec les objets: - rapport de forme: forme de l'objet - forme corporelle mise en mouvement.					
5.2.2 Explorer diverses attitudes et divers mouvements en réaction à l'objet considéré selon: - sa destination usuelle, - des attributs imaginés: . seul, . à deux, . en microgroupe.					
FAIRE Expression - communication					
6.0 **Objectif général: permettre à l'enfant de développer sa sensibilité au langage non verbal et son aptitude à s'exprimer et à communiquer dans ce langage.**					
6.1 **Exploiter les attitudes, les gestes, le mouvement pour exprimer des sensations, des émotions, des idées à l'intérieur de situations d'expression individuelle ou à deux.**			T		
6.1.1 Réagir spontanément par des gestes, des mouvements, des attitudes, à des sons, des mots, des images (illustrations).					
6.1.2 Improviser individuellement les attitudes, les gestes, les mouvements que lui inspirent: - un support sonore (musique) ou verbal (histoire), - un objet réel ou imaginaire, - un thème.					
6.1.3 Réagir spontanément aux attitudes, gestes et mouvements d'un pair reliés à une action précise isolée.					
6.2 **Exploiter la simultanéité des rapports émetteur (d'attitudes, de gestes, de mouvements) et récepteur (attention à l'autre) à l'intérieur de situations d'expression-communication à deux et en microgroupe.**			T		
6.2.1 Réagir spontanément aux mouvements d'un pair: - en ressemblance, - en contraste.					
6.2.2 Improviser à deux ou en microgroupe les attitudes, gestes et mouvements reliés à une action précise isolée.					
6.2.3 Improviser à deux ou en microgroupe les attitudes, les gestes, les mouvements reliés à: - un ou des objets réels ou imaginaires, - un thème, de manière à constituer un déroulement continu.					

ART DRAMATIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe 4	Classe 5	Classe 6	P	R
7.0	**Objectif général: permettre à l'enfant de développer sa sensibilité aux mots, à la parole, et son aptitude à s'exprimer et à communiquer par le langage verbal.**					
7.1	**Exploiter les rapports entre l'émetteur (qui parle) et le récepteur (qui écoute) à l'intérieur d'échanges verbaux simples.**	←	—	T →		
7.1.1	Participer à l'élaboration d'une histoire à la chaîne.					
7.1.2	Improviser un dialogue ou une histoire à deux à partir de supports concrets: - une série d'images (illustrations), - un ou deux objets.					
7.2	**Exploiter les qualités sonores et sémantiques des mots et des enchaînements de mots à l'intérieur de situations d'expression individuelle et de communication à deux et en microgroupe.**	←	—	T →		
7.2.1	Participer à des jeux collectifs d'association de mots par: - affinités sonores (taquin - patin...), - affinités sémantiques (neige - tempête...).					
7.2.2	Improviser un langage par onomatopées: - seul, - à deux.					
7.2.3	Improviser un dialogue ou une histoire à deux ou en microgroupe à partir: - d'un support concret (illustration - musique), - d'un thème.					
8.0	**Objectif général: permettre à l'enfant de développer son aptitude à exploiter simultanément les ressources du langage verbal et du langage non verbal dans son expression-communication.**					
8.1	**Exploiter simultanément l'utilisation de la voix, de la parole, du corps et de l'environnement ainsi que l'écoute et l'attention à l'autre pour exprimer et communiquer des sensations, des émotions, des idées à l'intérieur de situations d'interaction spontanée à deux.**	←	—	T →		
8.1.1	Improviser en interaction à deux les paroles, les sons, les attitudes, les gestes et les mouvements reliés à une action précise isolée.					
8.1.2	Improviser en interaction à deux les paroles, les sons, les attitudes, les gestes et les mouvements reliés à: - des personnages et des éléments de fable précisés dans la consigne, - un ou des objets, de manière à constituer un déroulement continu.					
8.2	**Exploiter simultanément l'utilisation de la voix, de la parole, du corps et de l'environnement ainsi que l'écoute et l'attention à l'autre pour exprimer et communiquer des sensations, des émotions, des idées à l'intérieur de situations d'interaction à deux et en microgroupe.**	←	—	T →		
8.2.1	Improviser en interaction à deux ou en microgroupe les paroles, les sons, les attitudes, les gestes et les mouvements reliés à une action précise isolée.					
8.2.2	Improviser en interaction à deux ou en microgroupe les paroles, les sons, les attitudes, les gestes et les mouvements reliés à: - un thème, - un ou des objets, de manière à constituer un déroulement continu, à l'intérieur de situations: . d'improvisation spontanée, . d'improvisation avec brève élaboration préalable.					

ART DRAMATIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
	RÉAGIR					
9.0	**Objectif général: permettre à l'enfant de développer son aptitude à s'approprier, par une réflexion en rétroaction, les sensations, les émotions et les idées exprimées spontanément au cours d'une activité et à identifier les moyens utilisés pour les exprimer.**					
9.1	**Identifier certaines des sensations, des émotions et des idées vécues ou exprimées au cours de son activité.**	←	—	T →		
9.1.1	Revoir mentalement le déroulement d'une activité.					
9.1.2	Verbaliser, avec un ou des pairs ou avec tout le groupe, sur les moments forts d'une activité.					
9.1.3	Transposer dans une autre forme d'expression (écriture, dessin, etc.) des éléments ou l'ensemble de son expérience d'expression.					
9.2	**Partager, avec ses pairs, les sensations, les émotions et les idées vécues ou exprimées au cours d'une activité et échanger sur les moyens utilisés pour les exprimer.**	←	—	T →		
9.2.1	Verbaliser avec un ou des pairs ou avec tout le groupe sur: - des moments forts d'une activité (quoi), - le déroulement d'une activité dans ses détails (quoi et comment).					
9.2.2	Présenter, dans un esprit de partage avec une autre équipe ou tout le groupe, une activité réalisée en équipes et échanger sur son déroulement.					
9.2.3	Participer à un projet collectif de transposition de l'expérience dans une autre forme d'expression (écriture, dessin, etc.).					

ARTS PLASTIQUES

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
	OBJECTIF GLOBAL					
	AMENER L'ENFANT À FAIRE ET À VOIR SON IMAGE À CHAQUE ÉTAPE DE SON ÉVOLUTION GRAPHIQUE POUR ACQUÉRIR UNE CONNAISSANCE INTUITIVE DE LUI-MÊME ET DE SON ENVIRONNEMENT.					
	PERCEVOIR					
1.0	***Objectif général:*** **amener l'enfant à puiser dans les sensations perçues au contact de l'être et de l'environnement les idées qui lui permettent de concrétiser son image.**					
1.1	**Exploiter ses mécanismes perceptifs au niveau du «je» (de la fonction des différentes parties du corps), du «nous» (de l'action et de l'espace) dans des expériences sensorielles, individuelles et collectives.**			T		
1.1.1	Découvrir la forme et l'agencement des différentes parties de son corps et des objets de l'environnement qui possèdent une valeur émotive pour lui.					
1.1.2	Découvrir les traits communs du corps et des objets de l'environnement pour en dégager des formes et des couleurs.					
1.2	**Exploiter ses mécanismes perceptifs au niveau du «je» (en tant que partie du groupe), du «nous» (en tant que groupe social), de l'action (coopération), de l'espace (1ᵉʳ, 2ᵉ, 3ᵉ plans) dans des expériences sensorielles et kinesthésiques, individuelles et collectives.**			T		
1.2.1	Découvrir les différences qui caractérisent le corps et les objets de l'environnement au niveau de la forme et de la couleur.					
1.2.2	Découvrir les traits distinctifs du corps et de l'environnement et leurs modifications au niveau de la forme, de la couleur et de leur situation dans l'espace.					
	FAIRE					
2.0	***Objectif général:*** **amener l'enfant à poser des gestes spontanés et précis dans des techniques pour transformer la matière et acquérir des notions de langage plastique par des exercices de base.**					
2.1	**Explorer ses gestes avec un contrôle propre à ses capacités motrices et à son stade de représentation graphique, dans des techniques à deux dimensions, avec des procédés, des matériaux et des outils, par des exercices de base de libération et de découverte.**			T		
2.1.2	Tracer à main levée, avec un outil pointu, au trait, en aplat ou avec des hachures, sur un support pour obtenir des lignes, des formes, des couleurs, des textures.					
2.1.4	Appliquer un pigment coloré avec un outil, au trait, en aplat, à la tache, avec des points, des hachures, par transparence, sur un support pour obtenir des lignes, des formes, des couleurs, des textures.					
2.1.6	Fixer, avec de la colle, des matériaux déchirés, découpés, pliés ou froissés, en aplat ou en relief, par transparence, sur un support pour obtenir des lignes et des formes.					
2.1.8	Tracer en creux, avec un outil pointu, dans des matériaux mous, au trait ou avec des hachures pour obtenir des formes et des textures.					
2.1.10	Enduire des surfaces, gravées ou non, d'un pigment coloré et les reproduire sur des supports variés à l'aide de la pression de la main pour obtenir des lignes, des formes, des couleurs et des textures.					
2.1.11	Relever des surfaces texturées par frottis pour obtenir des lignes, des formes et des textures.					
2.2	**Explorer ses gestes avec un contrôle propre à ses capacités motrices et à son stade de représentation graphique, dans des techniques à trois dimensions, avec des procédés, des matériaux et des outils, par des exercices de base de libération et de découverte.**			T		
2.2.2	Former des matériaux malléables par pinçage, par colombinage, par évidage ou par plaques, en bas-relief, en haut-relief et en ronde-bosse.					
2.2.3	Modifier la forme initiale des matériaux à deux dimensions en les pliant, en les façonnant, en les frisant et en les bouchonnant pour obtenir des reliefs et des rondes-bosses.					

ARTS PLASTIQUES

P: Objectif présenté /n° thème
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			Classe			P	R
			4	5	6		
	2.2.4	Modifier la forme initiale des matériaux à deux dimensions en les froissant et en les bourrant pour obtenir des bas-reliefs, des hauts-reliefs et des rondes-bosses.					
	2.2.6	Fixer ensemble des volumes en les collant, en les attachant ou en les clouant pour obtenir des stabiles et des mobiles.					
	2.2.7	Soustraire des formes par taille directe dans des matériaux pour obtenir des bas-reliefs, des hauts-reliefs et des rondes-bosses.					
2.3		**Organiser l'espace à deux et à trois dimensions, au moyen des techniques, dans des exercices de base d'exploration.**			T		
	2.3.1	Énumérer des éléments dans l'espace.					
	2.3.2	Juxtaposer des éléments dans l'espace.					
	2.3.3	Superposer des éléments dans l'espace.					
	2.3.4	Utiliser différents plans (1er et 2e).					
	2.3.5	Exploiter l'espace selon différents plans (1er,2e,3e).					
	2.3.6	Modifier la forme, la couleur, la dimension des êtres et des objets selon les distances.					
2.4		**Explorer le vocabulaire plastique, au moyen des techniques à deux et à trois dimensions, dans des exercices de base d'exploration.**			T		
	2.4.1	Explorer la ligne de contour.					
	2.4.2	Explorer les directions des lignes simples et multiples.					
	2.4.3	Explorer les caractéristiques des lignes (courte et longue - mince et épaisse - etc.).					
	2.4.4	Explorer les formes angulaires et arrondies.					
	2.4.5	Explorer l'intérieur et l'extérieur des formes.					
	2.4.6	Explorer les dimensions des formes.					
	2.4.7	Explorer les couleurs pures et composées.					
	2.4.8	Explorer les contrastes de couleurs claires et foncées.					
	2.4.9	Explorer les caractéristiques des volumes.					
	2.4.10	Explorer les dimensions des volumes.					
	2.4.11	Explorer les qualités des lignes.					
	2.4.12	Explorer la ligne pour obtenir des qualités de surface.					
	2.4.13	Explorer la ligne pour obtenir des textures visuelles et tactiles.					
	2.4.14	Explorer la ligne pour obtenir des plans.					
	2.4.15	Explorer la ligne pour suggérer le volume.					
	2.4.16	Explorer la ligne pour obtenir des surfaces modulées.					
	2.4.17	Explorer les formes complexes et irrégulières.					
	2.4.18	Explorer les textures visuelles et tactiles.					

ARTS PLASTIQUES

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
2.4.19	Explorer la modulation des formes.					
2.4.20	Explorer les mélanges de couleurs simples de deux ou trois couleurs entre elles.					
2.4.21	Explorer les contrastes de couleurs opaques et transparentes, sombres et brillantes.					
2.4.22	Explorer les modulations de la couleur (rabattues - dégradées - camaïeu).					
2.4.23	Explorer les volumes pleins et vides.					
2.4.24	Explorer la texture des volumes.					
2.5	**Ordonner les éléments du langage plastique dans l'espace à deux et à trois dimensions en explorant le rythme, l'équilibre, le mouvement, la dominante, au moyen des techniques, dans des exercices d'exploration.**			T		
2.5.1	Explorer le rythme par la répétition des lignes, des formes, des couleurs.					
2.5.2	Explorer le rythme par l'alternance des lignes, des formes, des couleurs.					
2.5.3	Explorer l'équilibre par la distribution par groupement et espacement des lignes, des formes, des couleurs.					
2.5.4	Explorer l'équilibre par la distribution symétrique et asymétrique des lignes, des formes, des couleurs.					
2.5.5	Explorer le mouvement par le changement de direction, de position des lignes, des formes, des couleurs.					
2.5.6	Explorer des lignes, des formes, des couleurs et des textures pour obtenir des effets de dominance.					
3.0	**Objectif général: amener l'enfant à représenter, exprimer, symboliser ses sensations, au moyen des techniques et du langage plastique, par des réalisations individuelles et collectives.**					
3.2	**Répéter les gestes dans des techniques déjà explorées par des exercices de base, pour concrétiser son image dans des réalisations de mémoire, d'invention et d'observation.**			T		
3.3	**Expliciter les thèmes de l'être et de l'environnement en fonction de son image, dans des réalisations de mémoire.**			T		
3.3.1	Se représenter posant des actions.					
3.3.2	Se représenter avec son ami posant des actions.					
3.3.3	Représenter sa famille, son ou ses amis, les gens qui l'entourent.					
3.3.4	Représenter des animaux, des végétaux.					
3.3.5	Représenter le soleil, la lune et les étoiles.					
3.3.6	Représenter des êtres divins.					
3.3.7	Représenter des lieux immédiats: sa chambre, sa maison, sa cour, etc.					
3.3.8	Représenter des lieux fréquentés: son école, le bureau du dentiste, le magasin, etc.					
3.3.9	Représenter des objets familiers: jouets, table, chaise, etc.					
3.3.10	Représenter les saisons, des fêtes traditionnelles, des fêtes religieuses.					
3.4	**Expliciter les thèmes de l'être et de l'environnement en fonction de son image, dans des réalisations de mémoire, d'invention et d'observation.**			T		
3.4.1	Se représenter en posant des actions en collaboration avec d'autres.					
3.4.2	Représenter des groupes de personnes.					

ARTS PLASTIQUES

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
3.4.3	Représenter des groupes d'animaux, de végétaux.					
3.4.4	Représenter le soleil, la lune, les étoiles, les planètes.					
3.4.5	Représenter des êtres divins, légendaires, héroïques.					
3.4.6	Représenter des lieux immédiats: la rue, le parc, etc.					
3.4.7	Représenter des lieux fréquentés: les magasins, l'aquarium, le marché, le restaurant, etc.					
3.4.8	Représenter des objets familiers, usuels et inventés.					
3.4.9	Représenter les saisons, des fêtes traditionnelles, des fêtes religieuses, des faits marquants et historiques.					
3.6	**Organiser l'espace à deux et à trois dimensions, au moyen des techniques déjà explorées dans les exercices de base et en fonction de son image, dans des réalisations de mémoire, d'invention et d'observation.**			T		
3.8	**Exploiter certains éléments du langage plastique, au moyen des techniques déjà explorées et en fonction de son image, dans des réalisations de mémoire, d'invention et d'observation.**			T		
3.10	**Ordonner les éléments du langage plastique dans l'espace à deux et à trois dimensions en explorant le rythme, l'équilibre, le mouvement, la dominante, au moyen des techniques déjà explorées et en fonction de son image, dans des réalisations de mémoire, d'invention et d'observation.**			T		
	VOIR					
4.0	**Objectif général: amener l'enfant à dégager, au moyen de la parole descriptive, l'idée de l'image dans ses réalisations plastiques, dans celles de ses pairs et dans les oeuvres d'art.**					
4.1	**Raconter son image, l'image de ses pairs et les oeuvres d'art.**			T		
4.1.1	Parler de son image.					
4.1.2	Communiquer ses sensations face aux réalisations des camarades.					
4.1.3	Communiquer ses sensations face aux oeuvres d'art.					
4.2	**Raconter son image, l'image de ses pairs, les oeuvres d'art et y reconnaître les éléments plastiques.**			T		
4.2.1	Construire des récits à partir des oeuvres historiques.					
4.2.2	Nommer et identifier les éléments plastiques constituants de l'image.					

DANSE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

OBJECTIF GLOBAL

AMENER L'ENFANT À UTILISER LE LANGAGE DE LA DANSE COMME MOYEN D'EXPRESSION ET DE COMMUNICATION ARTISTIQUE.

PERCEVOIR

1.0 **Objectif général: amener l'enfant à se sensibiliser, par l'exploration du mouvement, aux éléments sensoriels et à la valeur émotive contenue dans le corps et dans l'environnement.**

	Classe			P	R
	4	5	6		
1.1 **Prendre conscience des sensations reliées à l'exécution de divers mouvements partiels et globaux.**			T		
1.1.1 Identifier, à l'exploration de mouvements naturels, les sensations et les images intérieures correspondantes.					
1.1.2 Développer sa capacité de concentration et de détente à partir d'expériences sensorielles centrées sur le mouvement.					
1.2 **Reconnaître les différences, les contrastes de sensations et d'émotions que permet l'exploration du corps dans l'espace.**			T		
1.2.1 Découvrir la variété de mouvements que permet le corps et décrire les sensations kinesthésiques correspondantes.					
1.2.2 Illustrer verbalement les sensations de poids, de volumes, de lignes liées à l'exécution de ces mouvements.					
1.2.3 Répéter de mémoire un mouvement ou un enchaînement de mouvements en recherchant la sensation kinesthésique juste.					
1.2.4 Augmenter sa capacité de concentration et de détente à partir d'expériences sensorielles centrées sur le mouvement.					
1.3 **Prendre conscience des particularités sensorielles des mouvements associés à des valeurs temporelles différentes.**			T		
1.3.1 Découvrir, à l'exploration de la marche, les différences de rythmes d'une personne à une autre.					
1.3.2 Reconnaître son propre rythme d'exécution de mouvement.					
1.3.3 Découvrir les différences temporelles d'exécution de divers mouvements partiels et globaux.					
1.3.4 Découvrir la valeur émotive contenue dans son propre rythme d'exécution ou dans celui de ses pairs (on dirait quelqu'un qui...).					
1.3.5 Reconnaître la valeur émotive attribuée à des sources sonores variées.					
1.4 **Percevoir le caractère des mouvements associés à la qualité émotive contenue dans l'expérimentation des éléments de la dominante TEMPS.**			T		
1.4.1 Reconnaître les durées, les répéter de mémoire pour en isoler la sensation juste.					
1.4.2 Explorer des variations de vitesse dans divers mouvements et illustrer, dans des expressions diverses, les sensations et les images intérieures correspondantes.					
1.5 **Prendre conscience des diverses sensations liées à l'exploration des éléments de la dominante ÉNERGIE.**			T		
1.5.1 Découvrir les sensations de force ou de tension comprises dans un mouvement fort, léger, continu, balancé.					
1.6 **Reconnaître, à l'exploration de mouvements de qualités différentes, les sensations kinesthésiques et les images intérieures correspondantes.**			T		
1.6.1 Percevoir les sensations de tension et de détente liées au mouvement lors d'exercices de respiration.					

DANSE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe				
	4	5	6	P	R
1.6.2 Identifier, en termes d'émotions et de sensations kinesthésiques ressenties, les traits distinctifs des mouvements avec et sans élan.					
1.6.3 Répéter de mémoire des mouvements ou des enchaînements de mouvements de qualités différentes, en les reliant à ses propres attitudes et à ses expériences personnelles.					
FAIRE					
2.0 **Objectif général: amener l'enfant à se familiariser avec la structure et les principes du mouvement utilisés en danse et la relation qui existe entre ces éléments.**					
2.1 **Connaître les dominantes de la structure du mouvement et quelques éléments s'y rapportant.**					
2.1.1 Nommer quelques éléments contenus dans les dominantes: CORPS-ESPACE, TEMPS, ÉNERGIE.					
2.1.2 Reconnaître ces éléments à l'observation du mouvement de ses pairs.					
2.1.3 Identifier, classer quelques éléments et les relier aux dominantes connues.					
2.2 **Connaître les éléments de la structure et des principes du mouvement en vue d'une utilisation appropriée en exploration et en création de danses.**	↔	↔	T ↔		
2.2.2 Identifier et analyser la façon dont ces éléments se composent et s'interinfluencent.					
2.2.3 Nommer et décrire les éléments utilisés lors de l'exploration ou de la création de mouvements individuels ou collectifs.					
2.2.4 Se familiariser avec les symboles de notation de Laban qui s'appliquent aux qualités de mouvements et les utiliser pour l'élaboration de phrases de mouvements.					
2.2.5 Énoncer les éléments constituants d'une danse, en termes de vocabulaire de mouvement, de formation de groupes, de qualités de mouvements, de patrons spatiaux, de qualités rythmiques.					
3.0 **Objectif général: amener l'enfant à exprimer ses perceptions du mouvement et son vécu personnel par l'exploration et la création de mouvements simples ou de danses.**					
3.1 **Explorer les éléments de la dominante CORPS-ESPACE en vue d'une meilleure expression gestuelle.**	↔	↔	T ↔		
3.1.1 Expérimenter les éléments se rapportant à la dominante CORPS-ESPACE en vue de développer son vocabulaire de mouvement.					
3.1.2 Enchaîner quelques mouvements avec aisance (coordination musculaire juste).					
3.1.3 Exprimer spontanément la valeur émotive contenue dans les éléments de la dominante CORPS-ESPACE.					
3.1.4 Exécuter spontanément des mouvements d'amplitude, de formes, de directions variées.					
3.2 **Exploiter les éléments de la dominante CORPS-ESPACE et les principes du mouvement en vue d'une meilleure expression gestuelle.**	↔	↔	T ↔		
3.2.1 Enchaîner une phrase de mouvements avec une certaine habileté d'exécution et d'expression.					
3.2.2 Organiser les éléments du langage de la danse de façon à créer des mouvements de valeur expressive différente.					
3.2.3 Créer des contrastes par l'utilisation de mouvements concentriques et excentriques, de lignes globales et segmentaires variées ou de tout autre élément provoquant cet effet.					
3.3 **Explorer les éléments de la dominante TEMPS en vue d'une meilleure expression gestuelle.**	↔	↔	T ↔		
3.3.1 Exprimer spontanément, dans des mouvements, les qualités émotives attribuables à la durée.					

DANSE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
	3.3.2 Expérimenter des mouvements vites, lents.					
	3.3.3 Enchaîner des mouvements réguliers (marche) en variant les modalités d'exécution.					
	3.3.4 Répéter des suites de mouvements contenant des arrêts et des mouvements continus en alternance.					
	3.3.5 Exécuter des mouvements irréguliers d'une façon personnelle.					
3.4	**Exploiter les éléments de la dominante TEMPS en vue d'une expression plus juste, plus efficace et plus personnelle.**			T		
	3.4.1 Enchaîner, avec une certaine habileté d'exécution, des phrases de mouvements à déroulement régulier et irrégulier.					
	3.4.2 Exploiter, dans des enchaînements de mouvements variés, la valeur, expressive de l'arrêt et de la suspension.					
	3.4.3 Composer, avec une certaine habileté d'exécution, des suites de mouvements basées sur des rythmes variés et contrastants.					
	3.4.4 Participer à l'élaboration d'une danse qui exprime la valeur émotive attribuable à la dominante TEMPS.					
3.5	**Explorer les éléments de la dominante ÉNERGIE en vue d'une meilleure expression gestuelle.**			T		
	3.5.1 Expérimenter des mouvements forts, légers et balancés dans des situations variées.					
	3.5.2 Enchaîner quelques mouvements de même qualité (forts, légers, balancés...).					
	3.5.3 Répéter, d'une façon personnelle, une suite de mouvements de qualités différentes.					
3.6	**Exploiter les éléments de la dominante ÉNERGIE et les principes du mouvement en vue d'une expression plus juste et plus efficace.**			T		
	3.6.1 Explorer les qualités du mouvement dans des exercices de contrôle (recherche de sensations kinesthésiques justes).					
	3.6.2 Exploiter les qualités et les principes du mouvement pour représenter, exprimer et symboliser ses sensations d'une manière personnelle et expressive.					
3.7	**Participer à des créations de phrases de mouvements basées sur l'utilisation des éléments de la structure du mouvement.**			T		
	3.7.1 Composer une série de trois ou quatre mouvements en variant l'amplitude, les formes de mouvements.					
3.8	**Participer à des créations de danses basées sur l'application des éléments de la structure et des principes du mouvement.**			T		
	3.8.1 Composer, en groupe, une danse à partir d'une intention commune d'expression.					
	3.8.2 Transposer les éléments de la structure du mouvement dans des réalisations basées sur l'imagination, la mémoire, l'observation et l'invention de mouvements.					
	3.8.3 Organiser, dans des réalisations collectives, les éléments de la dominante ÉNERGIE et les principes du mouvement.					
3.9	**Reproduire la qualité expressive de mouvements ou de pas extraits d'oeuvres chorégraphiques ou de réalisations de ses pairs.**			T		
	3.9.1 Conserver globalement le caractère de mouvements ou de pas de danses associées à un thème, à une époque ou une culture donnée.					
3.10	**Traduire la qualité expressive de mouvements ou de danses liés à un thème, à une époque ou à une culture donnée.**			T		

DANSE

P: Objectif priorisé /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
3.10.1	Reproduire la danse de ses pairs ou les pas d'une danse traditionnelle en s'appliquant à respecter le caractère propre des pas, des gestes.					
3.10.2	Décoder la structure rythmique d'une danse simple, la répéter et conserver sa valeur expressive.					
3.10.3	Conserver la qualité des pas et des gestes contenus dans une danse folklorique ou traditionnelle.					
	RÉTROAGIR					
4.0	**Objectif général: amener l'enfant à établir des liens entre la danse qu'il crée, la danse de ses pairs et les oeuvres chorégraphiques.**					
4.1	**Reconnaître quelques éléments connus dans des danses simples d'hier et d'aujourd'hui.**	←	—	T →		
4.1.1	Raconter spontanément l'histoire contenue dans une chorégraphie d'hier et d'aujourd'hui.					
4.1.2	Exprimer ses perceptions face aux réalisations de ses pairs ou face à des oeuvres chorégraphiques simples, à partir d'éléments d'observation simples et globaux.					
4.2	**Comparer, à partir de ses propres réalisations, diverses utilisations des éléments connus chez des chorégraphes d'hier et d'aujourd'hui.**	←	—	T →		
4.2.1	Nommer et identifier les éléments de la structure du mouvement contenus dans la danse de ses pairs et dans des oeuvres chorégraphiques simples d'hier et d'aujourd'hui.					
4.2.2	Comparer l'utilisation des dominantes (CORPS-ESPACE, ÉNERGIE, TEMPS) dans des oeuvres chorégraphiques variées.					
4.2.3	Comparer le choix des costumes d'une FORME de danse à une autre.					
4.2.4	Comparer le choix de la musique.					
4.2.5	Comparer le choix des décors.					
4.2.6	Comparer le choix des thèmes et leur organisation.					
4.2.7	Décrire sommairement chaque oeuvre chorégraphique en énumérant certains traits culturels caractéristiques.					
4.4	**Construire, à partir de chorégraphies traditionnelles, des récits qui serviront de trame à une création individuelle ou collective.**	←	—	T →		
5.0	**Objectif général: amener l'enfant à augmenter sa sensibilité au mouvement par l'observation et l'analyse des réalisations de ses pairs ou d'oeuvres chorégraphiques.**					
5.1	**Faire des constatations sur ce qu'il a perçu lors de ses expériences d'observation de mouvements ou de danses.**	←	—	T →		
5.1.1	Exprimer verbalement les émotions ressenties à l'observation de danses ou de mouvements.					
5.1.2	Reconnaître globalement l'implication émotive des exécutants à la présentation d'une création collective, individuelle ou d'une oeuvre chorégraphique simple.					
5.2	**Faire des choix à partir de réactions éprouvées à l'observation directe du mouvement.**	←	—	T →		
5.2.1	Comparer globalement l'utilisation des éléments du langage de la danse, d'une FORME de danse à une autre.					
5.2.2	Reconnaître la variété, la qualité et la valeur émotive contenues dans un enchaînement de mouvements ou dans une danse.					
5.2.3	Identifier les étapes constituantes d'une danse simple (forme de départ, déroulement, forme finale).					

DANSE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
5.4 **Évaluer le résultat global d'une danse en vue de l'améliorer.**			T		
5.4.1 Expliquer, compte tenu du résultat, la pertinence des moyens utilisés pour la création d'une danse ou d'une phrase de mouvements.					
5.4.2 Identifier, s'il y a lieu, les causes de l'écart qui existe entre l'intention proposée dans le mouvement et celle qui est perçue par le spectateur ou l'observateur.					

MUSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

OBJECTIF GLOBAL

PERMETTRE À L'ENFANT DE VIVRE DES EXPÉRIENCES MUSICALES MULTIPLES AFIN DE SUSCITER CHEZ LUI DES RÉACTIONS AFFECTIVES ET COGNITIVES PERSONNELLES ET SIGNIFICATIVES FACE AU PHÉNOMÈNE DU SON.

PERCEVOIR **FAIRE**

		Classe			P	R
		4	5	6		
2.1.0	**DÉMONTRER DES HABILETÉS AUDITIVES SIMPLES QUANT À LA DISCRIMINATION AUDITIVE, À L'AUDITION INTÉRIEURE ET À LA MÉMOIRE AUDITIVE.**					
2.1.1	**Reconnaître et utiliser certaines subtilités de nuances.**		↔	T ↔		
2.1.1.1	Reconnaître et utiliser des sons de plus en plus forts et de plus en plus doux.	↔				
2.1.2	**Connaître la composition de quelques ensembles.**			T ↔		
2.1.2.1	Reconnaître les instruments de musique particuliers à son milieu.	↔				
2.1.2.2	Connaître quelques instruments caractéristiques de la culture de diverses ethnies.		↔			
2.1.3	**Classer quelques instruments traditionnels par famille.**			T ↔		
2.1.3.1	Connaître quelques instruments traditionnels.		↔			
2.1.4	**Comparer différents caractères expressifs d'un même instrument.**			T ↔		
2.1.4.1	Constater l'influence d'un instrument sur la couleur musicale particulière d'une ethnie.		↔			
2.1.5	**Reconnaître un tempo qui accélère et qui ralentit.**			T ↔		
2.1.5.1	Reconnaître un tempo modéré.	↔				
2.1.5.2	Reconnaître un tempo qui accélère et un tempo qui ralentit.		↔			
2.1.6	**Reconnaître et utiliser des structures rythmiques plus complexes.**		↔	T ↔		
2.1.6.1	Reconnaître et utiliser des structures rythmiques variées.	↔				
2.1.7	**Reconnaître certains intervalles familiers.**		↔	T ↔		
2.1.7.1	Illustrer l'agencement particulier de certaines suites de sons.	↔				
2.1.7.2	Différencier des sons conjoints et des sons disjoints.	↔				
2.1.8	**Entendre intérieurement les divers paramètres des sons utilisés.**	↔	↔	T ↔		
2.1.9	**Répéter de mémoire des arrangements sonores plus complexes comprenant les divers paramètres musicaux connus.**	↔	↔	T ↔		
2.2.0	**RECONNAÎTRE LA FORME D'UNE ORGANISATION SONORE.**			↔		
2.2.1	**Reconnaître et utiliser la forme rondo (A - B - A - C - A).**		↔	T ↔		
2.2.1.1	Reconnaître et utiliser une structure musicale A - B - A.	↔				

MUSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
2.2.2	**Reconnaitre et utiliser un canon à trois voix.**	↔	↔	T ↔		
2.2.3	**Faire des comparaisons entre un thème et ses variations.**	↔	↔	T ↔		
2.3.0	NOMMER DES ÉLÉMENTS DU LANGAGE MUSICAL ET LES TRADUIRE SELON CERTAINES FORMES DE REPRÉSENTATION GRAPHIQUE.					
2.3.1	**Lire quelques mélodies simples selon le code traditionnel.**			T ↔		
2.3.1.1	Lire quelques sons conjoints et disjoints selon le code traditionnel.	↔				
2.3.1.2	Lire quelques patrons rythmiques selon le code traditionnel.	↔				
2.3.2	**Nommer les éléments du langage musical utilisés selon le code traditionnel.**			T ↔		
2.3.2.1	Nommer les éléments d'intensité et de hauteur utilisés selon le code traditionnel.	↔				
2.3.3	**Lire les signes utilisés selon leur symbole conventionnel.**			T ↔		
2.3.3.1	Lire les signes d'intensité selon leur symbole conventionnel.		↔			
2.3.4	**Inventer quelques systèmes symboliques plus complexes pour illustrer les éléments du langage musical utilisé.**		↔	T ↔		
2.3.4.1	Inventer quelques systèmes symboliques simples pour illustrer les éléments du langage musical utilisé.	↔				
2.4.0	UTILISER CERTAINS MOYENS ET TECHNIQUES D'EXPRESSION.					
2.4.1	**Exprimer les éléments musicaux par des mouvements corporels appropriés.**	↔	↔	T ↔		
2.4.2	**Utiliser sa voix avec une plus grande subtilité de nuances dans les chants et les créations vocales.**			T ↔		
2.4.2.1	Utiliser sa voix avec plus d'assurance et de contrôle dans les chants et les créations vocales.	↔				
2.4.2.2	Utiliser sa voix avec plus de précision dans les chants et les créations vocales.		↔			
2.4.3	**Créer et interpréter quelques pièces instrumentales avec une certaine habileté d'exécution.**			T ↔		
2.4.3.1	Utiliser des instruments de manipulation plus complexe.	↔				
2.4.3.2	S'exprimer au moyen d'un instrument particulier avec une certaine habileté technique.		↔			
2.4.4	**Diriger certaines créations collectives.**			T ↔		
	RÉAGIR					
2.5.0	MANIFESTER SES IMPRESSIONS SONORES ET SON VÉCU AFFECTIF PAR DES PRODUCTIONS SONORES PERSONNELLES ET COLLECTIVES.					
2.5.1	**Participer à des créations musicales plus élaborées.**			T ↔		
2.5.1.1	Participer à des créations sonores plus variées.	↔				

MUSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
2.5.1.2	Participer à l'invention d'une structure musicale faite à partir d'un objectif d'expression commun.		↔			
2.6.0	**RELEVER DES ANALOGIES ENTRE LA MUSIQUE QU'IL CRÉE, LA MUSIQUE D'AUJOURD'HUI ET LA MUSIQUE DU PASSÉ.**					
2.6.1	**Comparer diverses utilisations des éléments connus chez des auteurs d'aujourd'hui et du passé.**			T ↔		
2.6.1.1	Comparer l'utilisation des instruments connus, dans la musique d'aujourd'hui et du passé.	↔				
2.6.1.2	Retrouver les formes qu'il utilise, dans la musique d'aujourd'hui et du passé.		↔			
2.6.1.3	Comparer l'utilisation des instruments traditionnels, dans la musique d'aujourd'hui et du passé.		↔			
2.7.0	**FAIRE DES CONSTATATIONS SUR CE QU'IL A RESSENTI LORS DE SES EXPÉRIENCES MUSICALES.**					
2.7.1	**Faire des choix musicaux à partir de ce qu'il ressent.**			T ↔		
2.7.1.1	Comparer avec ses pairs les diverses émotions suscitées par certains arrangements sonores.	↔	↔			
2.8.0	**ÉVALUER LE RÉSULTAT DE SON EXPRESSION EN VUE DE L'AMÉLIORER.**					
2.8.1	**Identifier le résultat sonore en vue de le comparer avec ce qui avait été planifié.**		↔	T ↔		
2.8.1.1	Discuter avec ses pairs de la pertinence des moyens utilisés.	↔				
2.8.2	**Rechercher les causes s'il y a écart entre l'expression sonore désirée et l'expression sonore réalisée.**		↔	T ↔		

ÉDUCATION PHYSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
	ACTIONS POUR L'EXÉCUTION DESQUELLES LA PERSONNE EST EN RELATION AVEC SON ENVIRONNEMENT INTÉRIEUR					
	CONSCIENCE ET MAÎTRISE DU CORPS					
	THÈME : 1 - MOBILITÉ					
1.0	**OBJECTIF GÉNÉRAL**					
	L'ÉLÈVE DEVRAIT ÊTRE CAPABLE DE PERCEVOIR SON CORPS AVEC JUSTESSE ET LE MOUVOIR DE MULTIPLES FAÇONS DANS SON ESPACE PERSONNEL					
	OBJETS D'ÉTUDES: LES MOUVEMENTS - LES ATTITUDES POSTURALES					
1.1	**ENCHAÎNER EN MAINTENANT SON ÉQUILIBRE UNE VARIÉTÉ DE MOUVEMENTS OU D'ATTITUDES POSTURALES SUR PLACE OU EN DÉPLACEMENT RESTREINT.**	←→	←→	T ←→		
1.1.1	Changer le placement du corps et de ses parties tout en conservant son équilibre.	←→				
1.1.2	Maintenir son équilibre dans différentes postures où les points d'appui avec le sol varient.	←→				
1.1.3	Conserver son équilibre dans la phase finale de l'exécution d'un mouvement ou d'une séquence de mouvements.		←→			
1.1.4	Varier la surface et le nombre de points d'appuis au sol de même que la distance entre ceux-ci tout en maintenant un équilibre stable.		←→			
	OBJETS D'ÉTUDES: LES ACTIONS LIÉES AU TEMPS D'EXÉCUTION **LES ACTIONS LIÉES À L'UTILISATION DE L'ESPACE**					
1.2	**ENCHAÎNER DIFFÉRENTS MOUVEMENTS OU ACTIONS EN CONTRÔLANT LA VITESSE D'EXÉCUTION ET LES LIAISONS.**	←→	←→	T ←→		
1.2.1	Exécuter son propre enchaînement de mouvements non-locomoteurs en variant les niveaux, les directions et l'étendue.	←→				
1.2.2	Exécuter dans l'ordre désigné son propre enchaînement de mouvements locomoteurs et non-locomoteurs tout en conservant le même rythme.	←→				
1.2.3	Exécuter au sol un ensemble de mouvements permettant de passer lentement dans toutes sortes de positions.	←→				
1.2.4	Exécuter différentes actions en alternant les mouvements soudains et maintenus.		←→			
1.2.5	Initier un mouvement avec une partie du corps et le transmettre à une autre partie en mobilisant les différentes parties du corps.		←→			
1.2.6	Estimer ses différentes possibilités de mouvoir son corps en liant les mouvements entre-eux.		←→			
1.2.7	Apprécier son degré de maîtrise des rythmes et des vitesses d'exécution.		←→			
	ACTIONS POUR L'EXÉCUTION DESQUELLES LA PERSONNE EST EN RELATION AVEC SON ENVIRONNEMENT INTÉRIEUR					
	CONSCIENCE ET MAÎTRISE DU CORPS					
	THÈME : 2 - EFFORT PHYSIQUE					
2.0	**OBJECTIF GÉNÉRAL**					
	L'ÉLÈVE DEVRAIT ÊTRE CAPABLE DE COMPRENDRE CERTAINS EFFETS DE L'ACTIVITÉ PHYSIQUE ET MANIFESTER DE LA VIGUEUR ORGANIQUE ET MUSCULAIRE DANS LA PRATIQUE DES ACTIVITÉS PHYSIQUES.					

ÉDUCATION PHYSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe 4	 5	 6	P	R
OBJETS D'ÉTUDES: EFFETS ET BIENFAITS DE L'ACTIVITÉ PHYSIQUE						
2.1	**DÉCRIRE QUELQUES EFFETS DE L'ACTIVITÉ PHYSIQUE SUR LE FONCTIONNEMENT DE SON CORPS.**	—	—	T —		
2.1.1	Identifier certains phénomènes physiologiques reliés à des formes de travail dont l'intensité et la durée de l'effort varient.		—			
2.1.2	Expliquer en ses mots l'apport des sources d'énergie nécessaires au fonctionnement de son corps (air, alimentation, eau).		—			
OBJETS D'ÉTUDES: VIGUEUR ORGANIQUE ET MUSCULAIRE						
2.2	**PARTICIPER ACTIVEMENT À DIFFÉRENTES FORMES D'ACTIVITÉS PHYSIQUES FAISANT APPEL À DES EFFORTS ORGANIQUES ET MUSCULAIRES DONT L'INTENSITÉ ET LA DURÉE VARIENT.**	—	—	T —		
2.2.1	Produire un effort approprié et soutenu tout au long de la durée de l'activité.			—		
2.2.2	Exécuter adéquatement, de sa propre initiative, divers exercices de mise en train.			—		
2.2.3	Se déplacer rapidement sur une courte ou sur une moyenne distance.			—		
2.2.4	Parcourir, en marchant ou en courant selon ses possibilités, des distances variables; la durée de l'effort ne pourra dépasser 10 minutes.			—		
2.2.5	Effectuer l'effort nécessaire pour soulever ou déplacer des objets proportionnés à ses capacités.			—		
2.2.6	Démontrer de la souplesse dans l'exécution de différents mouvements.			—		
2.2.7	Soulever ou déplacer son corps en recourant à diverses prises ou à divers appuis.			—		
ACTIONS POUR L'EXÉCUTION DESQUELLES LA PERSONNE EST EN RELATION AVEC L'ENVIRONNEMENT PHYSIQUE						
CONSCIENCE, AJUSTEMENT ET MAÎTRISE DU CORPS DANS LES DÉPLACEMENTS ET DANS LA MANIPULATION D'OBJETS						
THÈME : 3 - LOCOMOTION						
3.0 OBJECTIF GÉNÉRAL						
L'ÉLÈVE DEVRAIT ÊTRE CAPABLE DE CONTRÔLER DIFFÉRENTES FORMES DE DÉPLACEMENT DANS DES CONDITIONS VARIÉES DE L'ENVIRONNEMENT PHYSIQUE						
OBJETS D'ÉTUDES: DÉPLACEMENTS EN RAPPORT AVEC DIVERS TYPES D'ESPACE (air-sol)						
3.1	**EXÉCUTER DES DÉPLACEMENTS DE DIVERS TYPES EN CONTRÔLANT LEUR EXÉCUTION ET LEUR LIAISON.**	—	—	T —		
3.1.1	Coordonner les différentes parties de son corps qui interviennent dans l'exécution d'un déplacement d'un type donné (ex: grimper, ramper, sauter...).	—				
3.1.2	Contrôler la position de son corps dans ses différents déplacements au sol, sur des objets surélevés ou dans les airs.	—				
3.1.3	Enchaîner une course et un saut afin de franchir un obstacle tout en contrôlant sa réception.	—				
3.1.4	Enchaîner des déplacements de diverses formes sur un objet surélevé (marcher, pivoter, rouler...).		—			
3.1.5	Enchaîner divers types de déplacements (courses, sauts, roulés...).		—			
3.1.6	Exécuter différents envols à partir d'un tremplin en contrôlant sa position dans les airs et sa réception.		—			

ÉDUCATION PHYSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
3.1.7	Apprécier avec une certaine justesse, la distance, la hauteur à parcourir ou à franchir.		•—•			
3.1.8	Porter un jugement sur ses habiletés à se déplacer efficacement dans diverses conditions.		•—•			
OBJETS D'ÉTUDES: DÉPLACEMENTS EN RAPPORT AVEC DIVERS TYPES D'OBJETS						
3.2	**CONTRÔLER SES DÉPLACEMENTS SUR DIVERS OBJETS VÉHICULANTS DANS DES CONDITIONS PLUS OU MOINS ACCIDENTÉES DU TERRAIN.**	•—•	•—•	T •—•		
3.2.1	Monter et descendre des pentes relativement inclinées en gardant son équilibre.	•—•				
3.2.2	Effectuer des virages contrôlés dans les deux directions.	•—•				
3.2.3	Exécuter un arrêt à volonté en conservant la position debout.	•—•				
3.2.4	Se déplacer à différentes vitesses en conservant son équilibre.			•—•		
3.2.5	Se déplacer en s'ajustant aux accidents de terrain et en évitant les obstacles.			•—•		
3.2.6	Choisir la forme de déplacement la plus appropriée aux conditions du terrain.			•—•		
OBJETS D'ÉTUDES: DÉPLACEMENTS EN RAPPORT AVEC DIVERS TYPES D'ESPACE (eau)						
3.3	**SE DÉPLACER DANS L'EAU SUR DES DISTANCES VARIÉES EN CONTRÔLANT SA RESPIRATION.**	•—•	•—•			
3.3.1	Nager sur le dos en gardant la tête renversée vers l'arrière.					
3.3.2	Coordonner les temps de respiration avec les mouvements de propulsion des bras.					
3.3.3	Garder un rythme respiratoire régulier tout au long de la distance à franchir.					
3.3.4	Se déplacer sous l'eau sur des distances variées.					
3.3.5	Coordonner l'action propulsive des bras avec l'action équilibratrice des jambes.					
3.3.6	Se déplacer en «surescon» sur une courte distance.					
ACTIONS POUR L'EXÉCUTION DESQUELLES LA PERSONNE EST EN RELATION AVEC L'ENVIRONNEMENT PHYSIQUE						
CONSCIENCE, AJUSTEMENT ET MAÎTRISE DU CORPS DANS LES DÉPLACEMENTS ET DANS LA MANIPULATION D'OBJETS						
THÈME : 4 - MANIPULATION						
4.0	**OBJECTIF GÉNÉRAL**					
L'ÉLÈVE DEVRAIT ÊTRE CAPABLE DE CONTRÔLER DIFFÉRENTES FORMES DE MANIPULATION D'OBJETS DANS DES CONDITIONS VARIÉES DE L'ENVIRONNEMENT PHYSIQUE						
OBJETS D'ÉTUDES : MANIEMENT D'OBJETS						
4.1	**CONTRÔLER LE MANIEMENT DE CERTAINS OUTILS ET OBJETS DANS DES ACTIVITÉS PARTICULIÈRES.**	•—•	•—•	T •—•		
4.1.1	Utiliser divers outils pour déplacer des objets lourds.		•—•			
4.1.2	Utiliser divers outils en vue de franchir un obstacle.		•—•			
4.1.3	Se servir efficacement d'un outil pour se protéger ou défendre son territoire.			•—•		
4.1.4	Manier avec succès divers outils liés à l'exercice d'activités sportives.			•—•		

ÉDUCATION PHYSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe				
		4	5	6	P	R
4.1.5	Jongle, dribbler, manipuler simultanément plusieurs objets.	—				
4.1.6	Indiquer les façons appropriées de manier des objets avec différents coutils, en fonction des caractéristiques de l'activité en cause.	—				
4.1.7	Indiquer des normes de sécurité à respecter dans le maniement d'objets.		—			
	OBJETS D'ÉTUDES: PROJECTION ET RÉCEPTION D'OBJETS					
4.2	**CONTRÔLER LA PROJECTION ET RÉCEPTION D'OBJETS DANS DIFFÉRENTES ACTIVITÉS.**	—	—	T —		
4.2.1	Passer avec précision des objets propres à différentes disciplines sportives à un partenaire immobile ou en mouvement.	—				
4.2.2	Attraper, amortir ou arrêter avec dextérité divers objets lancés en sa direction en utilisant diverses parties du corps.	—				
4.2.3	Frapper avec les différentes parties du corps ou avec un outil, des objets dans une direction donnée.		—			
4.2.4	Échanger de façon consécutive avec un partenaire un objet à l'aide d'un outil.		—			
4.2.5	Choisir la forme du lancer à utiliser dans une situation donnée.			—		
4.2.6	Déterminer l'endroit d'où il pourra lancer et attraper des objets avec succès.			—		
4.2.7	Apprécier de la façon la plus juste possible l'impulsion ou la direction à donner à un objet.			—		
	ACTIONS POUR L'EXÉCUTION DESQUELLES LA PERSONNE EST EN RELATION AVEC L'ENVIRONNEMENT SOCIAL					
	CONSCIENCE, AJUSTEMENT, MAÎTRISE DU CORPS DANS LES DÉPLACEMENTS ET DANS LA MANIPULATION D'OBJETS ET EXPLOITATION DES POSSIBILITÉS DE COMMUNICATION					
	THÈME : 5 - COOPÉRATION					
5.0	**OBJECTIF GÉNÉRAL**					
	L'ÉLÈVE DEVRAIT ÊTRE CAPABLE DE COOPÉRER AVEC SES PAIRS DANS DES ACTIVITÉS AUXQUELLES PARTICIPENT DEUX OU PLUSIEURS PERSONNES					
	OBJETS D'ÉTUDES: ASSISTANCE À L'ACTION DE L'AUTRE ET COLLABORATION AVEC UN OU PLUSIEURS PARTENAIRES.					
5.1	**AJUSTER SES ACTIONS AUX CAPACITÉS DISTINCTIVES DE SES PARTENAIRES ET AUX BUTS DE L'ACTIVITÉ EN CAUSE.**	—	—	T —		
5.1.1	Lancer un objet à un autre élève en tenant compte de ses capacités de recevoir.	—				
5.1.2	Exécuter des mouvements acrobatiques à deux ou à plusieurs, en tenant compte des capacités de chacun.	—				
5.1.3	Passer ou franchir en groupes divers obstacles en utilisant les capacités de chacun.	—				
5.1.4	Se déplacer à deux ou à plusieurs en ajustant sa vitesse à celle de son (ses) partenaire(s).	—				
5.1.5	Transporter des objets en tenant compte des capacités des autres.	—				
	OBJETS D'ÉTUDES: COLLABORATION AVEC UN OU PLUSIEURS PARTENAIRES					
5.2	**PARTICIPER ACTIVEMENT, EN ÉQUIPE, À L'ACCOMPLISSEMENT D'UNE TÂCHE.**	—	—	T —		

ÉDUCATION PHYSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
5.2.1	Jouer différents rôles complémentaires (parer, assurer, rassurer, assister, guider, appuyer, orienter…) à l'intérieur d'une équipe.	↔				
5.2.2	Participer à l'organisation et au déroulement d'un activité collective.	↔				
5.2.3	Collaborer avec tous les membres de l'équipe.		↔			
5.2.4	Changer de rôle au cours d'une activité en fonction des besoins du moment.		↔			
ACTIONS POUR L'EXÉCUTION DESQUELLES LA PERSONNE EST EN RELATION AVEC L'ENVIRONNEMENT SOCIAL						
CONSCIENCE, AJUSTEMENT, MAÎTRISE DU CORPS DANS LES DÉPLACEMENTS ET DANS LA MANIPULATION D'OBJETS ET EXPLOITATION DES POSSIBILITÉS DE COMMUNICATION						
THÈME : 6 - OPPOSITION						
6.0	**OBJECTIF GÉNÉRAL**					
L'ÉLÈVE DEVRAIT ÊTRE CAPABLE DE S'OPPOSER AVEC ADRESSE À L'ACTION D'UN OU PLUSIEURS PAIRS SELON LES CONVENANCES ADOPTÉES						
OBJETS D'ÉTUDES: ACTIONS DÉFENSIVES INDIVIDUELLES						
6.1	**NEUTRALISER L'ACTION OFFENSIVE D'UN OU PLUSIEURS ADVERSAIRES.**	↔	↔	T ↔		
6.1.1	Résister, esquiver ou se protéger en adoptant des positions appropriées.	↔				
6.1.2	Protéger une cible ou un territoire en occupant rapidement des positions stratégiques sur le terrain.		↔			
6.1.3	Se placer de façon à réduire les possibilités de mouvements d'un adversaire.		↔			
OBJETS D'ÉTUDES: ACTIONS OFFENSIVES INDIVIDUELLES						
6.2	**PRENDRE AVANTAGE SUR LES ACTIONS DÉFENSIVES DE SES ADVERSAIRES EN LES CONTRANT DE DIFFÉRENTES FAÇONS.**	↔	↔	T ↔		
6.2.1	Se placer et se déplacer de façon à exploiter avantageusement les territoires adverses ou communs.			↔		
6.2.2	Varier le choix et l'intensité de ses feintes, de ses coups et de ses déplacements en fonction de la situation.			↔		
6.2.3	Varier la vitesse et la direction de l'objet en exploitant avantageusement les territoires adverses ou communs.			↔		
6.2.4	Varier ses prises et ses attaques en vue de déséquilibrer l'adversaire.	↔				
OBJETS D'ÉTUDES: CONFRONTATION						
6.3	**DONNER, AU COURS D'UNE CONFRONTATION, LE MEILLEUR DE SOI-MÊME.**	↔	↔	T ↔		
6.3.1	Fournir un effort soutenu jusqu'à la fin d'une activité malgré une victoire ou un succès anticipé.	↔				
6.3.2	Fournir un effort soutenu jusqu'à la fin d'une activité malgré une défaite anticipée.		↔			

ÉDUCATION PHYSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

ACTIONS POUR L'EXÉCUTION DESQUELLES LA PERSONNE EST EN RELATION AVEC L'ENVIRONNEMENT SOCIAL

CONSCIENCE, AJUSTEMENT, MAÎTRISE DU CORPS DANS LES DÉPLACEMENTS ET DANS LA MANIPULATION D'OBJETS ET EXPLOITATION DES POSSIBILITÉS DE COMMUNICATION

THÈME : 7 - COOPÉRATION ET OPPOSITION

7.0 **OBJECTIF GÉNÉRAL**

L'ÉLÈVE DEVRAIT ÊTRE CAPABLE DE COOPÉRER À L'ACTION COLLECTIVE DE SES PARTENAIRES ET SIMULTANÉMENT CONTRER CELLE DE SES ADVERSAIRES SELON LES CONVENANCES ADOPTÉES

		Classe			P	R
		4	5	6		
	OBJETS D'ÉTUDES: STRATÉGIES OFFENSIVES					
7.1	**EXÉCUTER DES ACTIONS EN FONCTION D'UNE STRATÉGIE OFFENSIVE PRÉVUE AVEC L'AIDE DE SES PARTENAIRES.**	↔	↔	T ↔		
7.1.1	Se déplacer de façon à créer une diversion au sein de l'équipe adverse.		↔			
7.1.2	Faire progresser rapidement l'objet afin de déséquilibrer la défense adverse.		↔			
7.1.3	En position d'attaque, se déplacer de façon à aider ses partenaires.		↔			
7.1.4	Se déplacer de façon à rééquilibrer les positions offensives de son équipe.			↔		
7.1.5	Faire progresser avec l'aide de ses partenaires, un objet vers une cible ou un territoire.		↔			
7.1.6	Lancer rapidement l'objet vers la cible lorsqu'on se retrouve dans une zone ou dans une situation favorable.			↔		
	OBJETS D'ÉTUDES: STRATÉGIES DÉFENSIVES					
7.2	**EXÉCUTER DES ACTIONS EN FONCTION D'UNE STRATÉGIE DÉFENSIVE PRÉVUE AVEC L'AIDE DE SES PARTENAIRES.**	↔	↔	T ↔		
7.2.1	Marquer un adversaire de façon à neutraliser ses intentions (seul ou avec l'aide d'un partenaire).	↔				
7.2.2	Se placer et se déplacer de façon à minimiser chez l'adversaire ses possibilités de faire progresser.	↔				
7.2.3	Ajuster ses déplacements et ses actions en fonction du rôle à jouer.		↔			
7.2.4	Se placer et se déplacer de façon à rééquilibrer les positions défensives de son équipe.			↔		
7.2.5	Se placer et se déplacer de façon à être en mesure de contre-attaquer rapidement.			↔		
7.2.6	Intercepter les lignes de passes entre adversaires.		↔			
	OBJETS D'ÉTUDES: ÉCHANGE DE MESSAGES AVEC PARTENAIRES					
7.3	**ÉCHANGER DIVERS SIGNES AVEC SES PARTENAIRES AFIN DE GUIDER UNE ACTION COLLECTIVE.**	↔	↔	T ↔		
7.3.1	Signaler au porteur de l'objet l'endroit où l'on désire la recevoir.		↔			
7.3.2	Signaler au porteur de l'objet l'endroit où l'on entend se diriger.			↔		
7.3.3	Montrer à ses partenaires où il faut se placer afin de faire progresser l'objet.			↔		
7.3.4	Signaler à ses partenaires les intentions de ses adversaires.			↔		

ÉDUCATION PHYSIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
OBJETS D'ÉTUDES: RÈGLES D'ÉTHIQUE						
7.4	**DÉMONTRER PAR SA CONDUITE L'INTÉGRATION DE CERTAINES RÈGLES D'ÉTHIQUE.**	↔	↔	T ↔		
7.4.1	Féliciter les joueurs de leur succès.	↔				
7.4.2	Savoir s'opposer avec loyauté à ses adversaires.	↔				
7.4.3	Partager ses jeux avec tous les élèves sans aucune forme de discrimination.	↔				
7.4.4	Relever les défis que pose l'exercice de certaines activités.		↔			
7.4.5	Respecter les autres et son environnement dans l'expression de ses émotions.		↔			
7.4.6	Appliquer dans ses activités des règles du jeu ou de sécurité qui en assurent le déroulement.		↔			
ACTIONS POUR L'EXÉCUTION DESQUELLES LA PERSONNE EST EN RELATION AVEC L'ENVIRONNEMENT SOCIAL						
CONSCIENCE, AJUSTEMENT, MAÎTRISE DU CORPS DANS LES DÉPLACEMENTS ET DANS LA MANIPULATION D'OBJETS ET EXPLOITATION DES POSSIBILITÉS DE COMMUNICATION						
THÈME : 8 - EXPRESSION						
8.0 OBJECTIF GÉNÉRAL						
L'ÉLÈVE DEVRAIT ÊTRE CAPABLE DE S'EXPRIMER PAR SON CORPS DE FAÇON SPONTANÉE, SEUL OU EN GROUPE						
OBJETS D'ÉTUDES: EXPRESSION D'IDÉES ET DE SENTIMENTS REPRÉSENTATION DE FAITS ET D'ÉVÉNEMENTS						
8.1	**CONSTRUIRE SEUL OU EN GROUPE UNE SÉQUENCE D'ACTIONS TRADUISANT UNE INTENTION DONNÉE.**	↔	↔	T ↔		
8.1.1	Exécuter une phase d'actions locomotrices ou non locomotrices en enchaînements rapides et soutenus.	↔				
8.1.2	Exécuter une séquence de mouvements en faisant appel aux facteurs poids et temps.	↔				
8.1.3	Exécuter, avec ses camarades, un enchaînement de mouvements synchronisés combinant des mouvements de diverses formes.	↔				
8.1.4	Faire ressortir un thème donné à l'intérieur d'une petite danse de groupe.	↔				
8.1.5	Exécuter à l'unisson des mouvements et des déplacements avec accompagnements sonores.	↔				

ENSEIGNEMENT MORAL ET RELIGIEUX CATHOLIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
MODULE 1: À LA DÉCOUVERTE DES ÉVANGILES, QUELQUES TRAITS CARACTÉRISTIQUES DE L'ÉVÉNEMENT JÉSUS					
1.0 DÉCOUVRIR, À PARTIR DES ÉVANGILES, QUELQUES TRAITS CARACTÉRISTIQUES DE L'ÉVÉNEMENT JÉSUS.					
1.1 LES ÉVANGILES, UNE SOURCE IMPORTANTE POUR RELIRE L'ÉVÉNEMENT JÉSUS					
1.1.1 Connaître les étapes de la rédaction des Évangiles.	T ↔				
1.1.1.1 Identifier les différentes réactions que provoque la nouveauté de la résurrection.					
1.1.1.2 Nommer des groupes de personnes qui ont accueilli la bonne nouvelle de Jésus ressuscité.					
1.1.2 Considérer les Évangiles comme une source importante pour relire l'événement Jésus.	T ↔				
1.1.2.1 Retracer la façon dont les premières communautés chrétiennes ont contribué à la formation du livre de la bonne nouvelle.					
1.1.2.2 Dire en quoi les récits des évangélistes ont aidé à conserver et à répandre le message de Jésus.					
1.1.2.3 Identifier certains éléments importants qui permettent de découvrir le livre de la bonne nouvelle.					
1.1.2.4 S'exprimer sur une étape de la formation des Évangiles.					
1.2 REGARDS DIFFÉRENTS SUR JÉSUS					
1.2.1 Décrire dans ses propres mots quelques traits caractéristiques de Jésus rapportés par les évangélistes et leurs communautés.	T ↔				
1.2.1.1 Nommer les groupes de lecteurs auxquels s'adressait chacun des évangélistes.					
1.2.1.2 Distinguer les Évangiles comme quatre portraits différents de Jésus.					
1.2.1.3 Retracer des traits particuliers de Jésus mis en lumière par chaque évangéliste.					
1.2.1.4 S'exprimer sur un trait caractéristique de Jésus mis en lumière par un des évangélistes.					
MODULE 2: JÉSUS, BONNE NOUVELLE					
2.0 RECONNAÎTRE JÉSUS, LA BONNE NOUVELLE QUI SE RÉALISE EN PAROLES ET EN ACTES.					
2.1 JÉSUS, UNE BONNE NOUVELLE QUI SE MANIFESTE PROGRESSIVEMENT					
2.1.1 Retracer quelques événements de la vie de Jésus qui montrent qu'il est une Bonne Nouvelle qui se manifeste progressivement.	T ↔				
2.1.1.1 Rappeler l'événement que constitue la naissance de Jésus en se servant de l'évangile de Luc.					
2.1.1.2 Nommer l'événement qui marque le début de la mission de Jésus.					
2.1.1.3 Dire en ses propres mots ce qui s'est passé au baptême de Jésus.					
2.1.1.4 Relever certaines étapes de la vie de Jésus et ce qu'elles nous apprennent sur lui.					
2.1.1.5 Dire ce que l'une ou l'autre étape du projet de Jésus qui a trait aux difficultés rencontrées et l'une ou l'autre étape reliée aux joies éprouvées pendant la réalisation de sa mission nous laissent voir de Jésus, Bonne Nouvelle.					

ENSEIGNEMENT MORAL ET RELIGIEUX CATHOLIQUE

P: **Objectif présenté /n° thème**
R: **Réévaluation nécessaire/Non**

	Classe			P	R
	4	5	6		
2.2 JÉSUS, UNE BONNE NOUVELLE QUI PROVOQUE DES RÉACTIONS					
2.2.1 Réaliser que les paroles et les gestes de Jésus ont suscité des réactions chez ses contemporains.	T ↔				
2.2.1.1 Relever certaines réactions provoquées par Jésus chez ses contemporains.					
2.2.1.2 Situer certains publics qui ont réagi aux paroles et aux gestes de Jésus.					
2.2.1.3 Dire ce que les réactions provoquées par Jésus nous laissent voir sur lui.					
2.2.1.4 Illustrer un événement de la vie de Jésus qui met en évidence les réactions suscitées par cet événement.					
2.3 JÉSUS, UNE BONNE NOUVELLE QUI TRANSFORME					
2.3.1 Comprendre que Jésus c'est une Bonne Nouvelle qui transforme.	T ↔				
2.3.1.1 Nommer une attitude d'accueil et une attitude de fermeture.					
2.3.1.2 Comparer, chez ceux qui ont accueilli Jésus, leur situation de vie avant et après leur accueil à Jésus.					
2.3.1.3 Dégager quels gestes ou paroles de Jésus sont à l'origine des transformations observées chez ceux qui l'ont accueilli et en observer les effets.					
2.3.1.4 Expliquer une attitude d'accueil chez ceux qui ont accueilli Jésus et les transformations rendues possibles en eux par Jésus.					
2.3.2 Porter attention, autour de lui, aux paroles ou aux gestes qui sont des façons d'accueillir Jésus, Bonne Nouvelle.	T ↔				
2.3.2.1 Retracer autour de lui des gestes, des paroles qui l'invitent à être plus ouvert, plus disponible à l'égard de ceux qu'il rencontre.					
2.3.2.2 Illustrer quelques façons d'accueillir Jésus (gestes, paroles, activités) qui suscitent plus d'amour et d'accueil.					
MODULE 3: JÉSUS, UNE BONNE NOUVELLE QUI SE CONTINUE, AUJOURD'HUI					
3.0 RECONNAÎTRE QUE SON EXPÉRIENCE ET CELLE DES CHRÉTIENS D'AUJOURD'HUI CONTINUENT LA BONNE NOUVELLE, JÉSUS.					
3.1 JÉSUS, BONNE NOUVELLE CONTINUÉE PAR LES CHRÉTIENS D'AUJOURD'HUI					
3.1.1 Retracer quelques traits de Jésus à partir de différentes caractéristiques de groupes ou de communautés de chrétiens d'aujourd'hui.	T ↔				
3.1.1.1 Nommer quelques communautés des premiers temps de l'Église et quelques-unes de son milieu aujourd'hui.					
3.1.1.2 Nommer différentes pratiques de chrétiens d'un milieu donné.					
3.1.2 Apprécier les gestes et les paroles par lesquels des groupes ou des communautés de chrétiens continuent la Bonne Nouvelle, Jésus.	T ↔				
3.1.2.1 Différencier les traits caractéristiques des pratiques chrétiennes d'un milieu donné en les situant autour de trois façons d'agir.					
3.1.2.2 Établir un parallèle entre les traits de Jésus révélés par les évangélistes et leurs communautés et les traits caractéristiques d'une communauté chrétienne d'aujourd'hui.					
3.1.2.3 Échanger sur un ou des traits de Jésus que reflète un groupe ou une communauté de chrétiens d'aujourd'hui.					

ENSEIGNEMENT MORAL ET RELIGIEUX CATHOLIQUE

P: Objectif présenté /n° thème
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		Classe			P	R
		4	5	6		
3.2	**JÉSUS, BONNE NOUVELLE CONTINUÉE PERSONNELLEMENT**					
3.2.1	Dire dans ses propres mots qui est Jésus, Personne et Message.	T ↔				
3.2.1.1	Relater une expérience de foi en Jésus, Bonne Nouvelle.					
3.2.1.2	Indiquer les divers aspects de la personne de Jésus découverts à travers une expérience de foi en Jésus, Bonne Nouvelle.					
3.2.1.3	Reconstituer son expérience de foi en Jésus, Bonne Nouvelle.					
3.2.2	Exprimer de différentes façons comment il peut continuer à grandir par ses découvertes concernant l'événement Jésus.	T ↔				
3.2.2.1	Communiquer les moyens dont il croit pouvoir disposer pour grandir dans la foi en Jésus, Bonne Nouvelle.					
MODULE 4:	**RECONNAÎTRE L'ACTION DE L'ESPRIT DANS LA VIE DE L'ÉGLISE.**					
4.0	**RECONNAÎTRE L'ACTION DE L'ESPRIT DANS LA VIE DE L'ÉGLISE.**					
4.1	**L'ESPRIT FAIT NAÎTRE L'ÉGLISE**					
4.1.1	Comprendre que c'est par l'action de l'Esprit que l'Église est née.		T ↔			
4.1.1.1	Montrer comment s'est manifesté l'Esprit pendant la mission de Jésus.					
4.1.1.2	Retracer les événements survenus après la Résurrection qui démontrent que les témoins affermissent progressivement leur foi en Jésus ressuscité.					
4.1.1.3	Dégager en quoi l'événement de la Pentecôte marque la naissance de l'Église.					
4.1.2	S'intéresser aux événements qui ont marqué la naissance de l'Église.		T ↔			
4.1.2.1	Illustrer à sa façon les événements qui ont entouré la naissance de l'Église.					
4.2	**L'ESPRIT DE JÉSUS FAIT GRANDIR L'ÉGLISE**					
4.2.1	Retrouver au cours des différentes étapes de la croissance de l'Église quelques signes de la présence de l'Esprit de Jésus.					
4.2.1.1	Nommer diverses formes de l'action de l'Esprit à l'intérieur de certains textes évangéliques.					
4.2.1.2	Rappeler quelques étapes de la croissance de l'Église.					
4.2.1.3	Associer à chacune des étapes de la croissance de l'Église quelques signes de la présence de l'Esprit.					
4.2.2	Apprécier les gestes des chrétiens qui, fortifiés par l'Esprit de Jésus, font grandir l'Église.		T ↔			
4.2.2.1	Illustrer un signe de la présence de l'Esprit auprès des chrétiens qui luttent pour faire grandir l'Église.					
4.2.2.2	Dire dans ses mots en quoi des efforts pour faire grandir l'Église le touchent.					

ENSEIGNEMENT MORAL ET RELIGIEUX CATHOLIQUE

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	Classe			P	R
	4	5	6		
MODULE 5: L'ESPRIT DE JÉSUS À L'OEUVRE DANS LA VIE DES CHRÉTIENS D'AUJOURD'HUI					
5.0 DÉVELOPPER SON ATTENTION AUX APPELS DE L'ESPRIT DE JÉSUS À L'OEUVRE DANS LA VIE DES CHRÉTIENS.					
5.1 APPELS DE L'ESPRIT DE JÉSUS					
5.1.1 Rechercher les formes variées des appels de l'Esprit de Jésus dans sa vie et celle des chrétiens d'aujourd'hui.		T ↔			
5.1.1.1 Nommer des traces de la présence de l'Esprit dans sa vie et celle des chrétiens.					
5.1.1.2 Décrire la vie du chrétien qui accepte de se laisser appeler par l'Esprit.					
5.1.1.3 Retracer dans la vie des chrétiens d'aujourd'hui des gestes, des paroles, des événements qui sont pour eux des appels de l'Esprit.					
5.1.2 Manifester de l'intérêt pour les appels de l'Esprit de Jésus perçus dans la vie des chrétiens aujourd'hui.		T ↔			
5.1.2.1 Dégager les gestes, les paroles, les événements de la vie des chrétiens et de l'Église qui lui font mieux percevoir les appels de l'Esprit.					
5.1.2.2 Expliquer à sa façon comment l'Esprit Saint parle aujourd'hui.					
5.2 RÉPONSES AUX APPELS DE L'ESPRIT DE JÉSUS					
5.2.1 Comprendre comment les chrétiens répondent aux appels de l'Esprit de Jésus.		T ↔			
5.2.1.1 Nommer des façons particulières pour les chrétiens et l'Église de répondre aux appels de l'Esprit Saint.					
5.2.1.2 Nommer différentes réponses de foi et d'engagements des chrétiens et de l'Église aux appels de l'Esprit.					
5.2.1.3 Trouver différentes façons de répondre personnellement aux appels de l'Esprit Saint.					
5.2.2 Accepter de répondre personnellement aux appels de l'Esprit de Jésus.		T ↔			
5.2.2.1 Imaginer des expériences, des activités, des projets par lesquels il peut répondre aux appels de l'Esprit en mettant ses talents au service des autres.					
MODULE 6: L'ESPRIT DE JÉSUS À L'OEUVRE DANS LE MONDE					
6.0 DÉCOUVRIR QUE L'ESPRIT DE JÉSUS EST À L'OEUVRE DANS LE MONDE.					
6.1 SIGNES DU DYNAMISME DE L'ACTION DE L'ESPRIT DE JÉSUS DANS LE MONDE					
6.1.1 Reconnaître des signes de l'action de l'Esprit de Jésus chez les humains.		T ↔			
6.1.1.1 Énumérer des projets d'engagement et de solidarité qui montrent l'action universelle de l'Esprit.					
6.1.1.2 Nommer des personnes, des communautés, des groupes qui l'aident à constater le dynamisme de l'Esprit dans le monde.					
6.1.1.3 Expliquer comment les chrétiens peuvent dire que des projets d'engagement et de solidarité montrent l'action universelle de l'Esprit.					
6.1.2 Manifester de l'intérêt pour le dynamisme que suscite l'Esprit de Jésus dans le monde.					
6.1.2.1 Exprimer de différentes façons son émerveillement pour l'engagement et les réalisations des humains.					

ENSEIGNEMENT MORAL ET RELIGIEUX CATHOLIQUE

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	Classe			P	R
	4	5	6		
MODULE 7: UNE VIE INSPIRÉE PAR JÉSUS					
7.0 RECONNAÎTRE QUE LES VALEURS VÉCUES PAR JÉSUS SONT SOURCE D'INSPIRATION POUR LA VIE DES CHRÉTIENS.					
7.1 REGARD SUR LES CHOIX DE JÉSUS					
7.1.1 Rechercher dans l'Évangile les raisons qui ont guidé les choix de Jésus.			T •–•		
7.1.1.1 Identifier, dans l'Évangile, des personnes, des groupes, des lieux, des choses qui montrent les choix de Jésus.					
7.1.1.2 Montrer comment les choix de Jésus questionnent la façon habituelle de penser et de faire de ses contemporains.					
7.1.1.3 Illustrer une des raisons qui l'aident à comprendre les choix de Jésus.					
7.2 LES VALEURS VÉCUES PAR JÉSUS					
7.2.1 Rechercher à partir de l'Évangile, les valeurs vécues par Jésus.			T •–•		
7.2.1.1 Trouver, dans l'Évangile, des situations où Jésus privilégie les mêmes choix.					
7.2.1.2 Repérer quelques comportements de Jésus qui montrent que la fidélité caractérise la façon d'agir de Jésus.					
7.2.2 Porter attention à la fidélité avec laquelle Jésus a vécu ses choix.			T •–•		
7.2.2.1 Illustrer comment il peut exprimer son admiration pour la façon dont Jésus se comporte envers lui-même, son Père et tout être.					
7.2.2.2 Dégager quelques valeurs vécues par Jésus et dire ce qu'elles lui suggèrent.					
7.3 VALEURS VÉCUES PAR JÉSUS: INSPIRATION POUR LES CHRÉTIENS					
7.3.1 Réaliser que les valeurs vécues par Jésus inspirent l'agir chrétien.			T •–•		
7.3.1.1 Nommer des chrétiens qui ont été influencés par les valeurs vécues par Jésus.					
7.3.1.2 Énumérer quelques raisons qui lui font dire que les valeurs vécues par Jésus inspirent l'agir chrétien.					
7.3.2 S'intéresser aux façons multiples dont les chrétiens se sont laissé inspirer par les valeurs vécues par Jésus.			T •–•		
7.3.2.1 Dire en ses propres mots comment des chrétiens d'aujourd'hui traduisent de façon originale les valeurs vécues par Jésus.					
MODULE 8: UNE VIE FONDÉE SUR L'AMOUR					
8.0 DÉCOUVRIR LA PLACE PRIMORDIALE DE L'AMOUR DE DIEU DANS LA VIE DE JÉSUS ET DANS CELLE DES CHRÉTIENS.					
8.1 DIEU EST AMOUR					
8.1.1 Reconnaître que Jésus révèle un Dieu Amour.			T •–•		
8.1.1.1 Repérer dans le Nouveau Testament des situations où Jésus montre que son Père occupe une place importante dans sa vie.					

ENSEIGNEMENT MORAL ET RELIGIEUX CATHOLIQUE

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	Classe			P	R
	4	5	6		
8.1.1.2 Dégager les traits caractéristiques du Dieu que Jésus lui annonce.					
8.1.2 Porter attention aux traits du Dieu de Jésus.			T ↔		
8.1.2.1 Dire dans ses propres mots ce que signifie, pour lui, Dieu est Amour.					
8.2 FAÇON D'EXPRIMER UN DIEU AMOUR					
8.2.1 Rechercher comment les chrétiens expriment le Dieu Amour révélé par Jésus.					
8.2.1.1 Désigner dans différentes situations, des chrétiens qui peuvent laisser voir des traits du Dieu de Jésus.					
8.2.1.2 Décrire de différentes façons comment les chrétiens laissent voir des traits du Dieu de Jésus.					
8.2.2 Exprimer, à sa façon, son amour envers Dieu et envers les autres.			T ↔		
8.2.2.1 Dégager une façon signifiante d'exprimer personnellement son amour au Dieu de Jésus.					
MODULE 9: UNE VIE MARQUÉE PAR LE MYSTÈRE PASCAL					
9.0 COEUR DE LA VIE DES CHRÉTIENS					
9.1 LE MYSTÈRE PASCAL					
9.1.1 Préciser le sens du mystère pascal.			T ↔		
9.1.1.1 Rappeler les faits qui ont marqué la fin de la vie de Jésus et qui disent sa fidélité à son Père.					
9.1.1.2 Rappeler les faits qui entourent l'événement de la résurrection de Jésus.					
9.1.1.3 Énumérer les principaux motifs pour lesquels Jésus est mort et ressuscité.					
9.1.1.4 Nommer des signes qui aident les chrétiens à saisir le sens du mystère pascal.					
9.1.2 Prendre conscience que dans les situations mort-vie, Jésus est fidèle à son Père.			T ↔		
9.1.2.1 Dégager un message important qui découle de l'événement mort et résurrection de Jésus.					
9.2 PRÉSENCE DU MYSTÈRE PASCAL DANS LA VIE DES CHRÉTIENS					
9.2.1 Analyser des situations où le mystère pascal est source de l'espérance chrétienne.			T ↔		
9.2.1.1 Nommer des situations difficiles de la vie des chrétiens.					
9.2.1.2 Trouver le lien qui existe entre la mort-résurrection de Jésus et les situations difficiles de la vie quotidienne pour les chrétiens.					
9.2.2 Prendre conscience des situations mort-vie où le mystère pascal l'aide à vivre l'espérance chrétienne.			T ↔		
9.2.2.1 Dégager des façons de vivre l'espérance chrétienne.					
9.2.2.2 Exprimer l'espérance chrétienne que fait vivre le mystère pascal.					
9.2.2.3 Dire pourquoi le mystère pascal fait vivre les chrétiens dans l'espérance.					

ENSEIGNEMENT MORAL ET RELIGIEUX CATHOLIQUE

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	Classe			P	R
	4	5	6		
MODULE 10: UNE VIE QUI PROGRESSE DANS LA FOI					
10.0 APPROFONDIR LES ÉLÉMENTS DE BASE DE LA FOI CHRÉTIENNE.					
10.1 ÉLÉMENTS FONDAMENTAUX DE LA FOI CHRÉTIENNE					
10.1.1 Comprendre que la foi chrétienne s'approfondit et se vit en communauté.			T →		
10.1.1.1 Nommer des façons diverses de vivre et d'exprimer la foi chrétienne.					
10.1.1.2 Rappeler les principales affirmations du Credo.					
10.1.1.3 Distinguer la dimension communautaire de la foi chrétienne.					
10.1.1.4 Dire pourquoi il est important d'exprimer sa foi chrétienne en communauté.					
10.1.2 Exprimer en communauté sa foi chrétienne.			T →		
10.1.2.1 Énumérer des occasions où il pourrait vivre et dire sa foi chrétienne avec d'autres.					
10.2 MOYENS POUR GRANDIR DANS LA FOI					
10.2.1 Connaître des moyens de grandir dans la foi chrétienne.			T →		
10.2.1.1 Indiquer des moyens pour les chrétiens de grandir personnellement dans la foi.					
10.2.1.2 Donner des exemples de situations où le chrétien a recours à des moyens privilégiés ou autres pour grandir dans la foi.					
10.2.2 Choisir quelques moyens qu'il trouve importants pour grandir dans la foi.			T →		
10.2.2.1 Dégager quelques moyens qu'il trouve importants pour grandir dans la foi chrétienne.					
10.3 EXPRESSION PERSONNELLE DE LA FOI CHRÉTIENNE					
10.3.1 Exprimer en communauté sa foi chrétienne.			T →		
10.3.1.1 Préciser les éléments fondamentaux de la foi chrétienne.					
10.3.1.2 Préciser les valeurs qui favorisent la vie et l'expression personnelle de la foi chrétienne.					
10.3.1.3 Composer sa synthèse personnelle de la foi chrétienne.					
10.3.1.4 Indiquer des paroles, des gestes, des attitudes, des valeurs qu'il trouve indispensables à la vie et à l'expression de sa foi.					
10.3.2 Participer à un projet, à une activité où il dit sa foi et précise les valeurs qui sont importantes pour lui.			T →		
10.3.2.1 Exprimer à sa façon sa synthèse de la foi chrétienne.					

FORMATION PERSONNELLE ET SOCIALE

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VOLET : ÉDUCATION À LA CONSOMMATION

OBJECTIF GLOBAL

FOURNIR À L'ÉLÈVE TOUTES LES POSSIBILITÉS D'ADOPTER UN COMPORTEMENT RESPONSABLE DANS LE DOMAINE DE LA CONSOMMATION.

OBJECTIF GÉNÉRAL

Que l'élève:

1. **Prenne conscience de son statut de consommateur.**
2. **Comprenne l'impact de ses choix de consommation sur son équilibre personnel.**
3. **Prenne conscience des répercussions qu'ont ses choix sur l'environnement physique.**
4. **Développe son habileté à évaluer ses choix de consommation en respectant ses critères personnels et ceux de l'autre.**
5. **Prenne conscience de la dimension sociale de la consommation et des répercussions qu'ont ses choix sur la collectivité.**

	Classe			P	R
	4	5	6		
THÈME: CONSÉQUENCE DES CHOIX					
1.0 ÉVALUER SES CHOIX DE CONSOMMATION EN FONCTION DE LEURS CONSÉQUENCES SUR SON ÉQUILIBRE PERSONNEL.			T		
1.1 Inventorier des conséquences personnelles de certains choix de consommation qu'il a déjà faits.					
1.2 Classer les conséquences de ses choix de consommation en souhaitables et non souhaitables pour son équilibre personnel.					
1.3 Classer ses choix de consommation en bons et mauvais choix en fonction de leurs conséquences sur son équilibre personnel.					
1.4 Indiquer les moyens lui permettant de faire davantage de bons choix de consommation.					
THÈME: RESSOURCES DE L'ENVIRONNEMENT					
2.0 RECONNAÎTRE QU'IL UTILISE LES RESSOURCES DE L'ENVIRONNEMENT POUR SATISFAIRE SES BESOINS.			T		
2.1 Se rappeler les notions de biens et de services.					
2.2 Indiquer dans l'environnement des éléments qu'il utilise pour sa consommation.					
2.3 Classer ces éléments en biens et services.					
2.4 Identifier différents lieux de consommation qui le concernent.					
THÈME: MODE DE CONSOMMATION					
3.0 ÉVALUER SON MODE DE CONSOMMATION EN CE QUI CONCERNE LA QUALITÉ DE L'ENVIRONNEMENT.			T		
3.1 Définir "consommation abusive" d'un bien ou service.					
3.2 Identifier des éléments qu'il utilise d'une façon abusive.					
3.3 Définir consommation inadéquate.					
3.4 Identifier des biens ou des services qu'il utilise d'une façon inadéquate.					
3.5 Énumérer les conséquences d'une mauvaise utilisation d'un lieu, bien ou service public (école).					
3.6 Reconnaître que la détérioration de la propriété publique oblige la collectivité à assumer les coûts des dommages (école).					

FORMATION PERSONNELLE ET SOCIALE

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VOLET : ÉDUCATION À LA CONSOMMATION

	Classe			P	R
	4	5	6		
THÈME: CONSÉQUENCE DES CHOIX					
4.0 ÉVALUER SES CHOIX DE CONSOMMATION EN FONCTION DE LEURS CONSÉQUENCES SUR LA QUALITÉ DE L'ENVIRONNEMENT PHYSIQUE.			T		
4.1 Inventorier les conséquences de certains choix de consommation qu'il a déjà faits sur la qualité de l'environnement physique.					
4.2 Classer les conséquences de ses choix de consommation en souhaitables et non souhaitables.					
4.3 Classer ses choix de consommation en bons et mauvais choix en fonction de leurs conséquences.					
4.4 Indiquer les moyens lui permettant de faire davantage de bons choix de consommation.					
THÈME: DIFFÉRENCES INDIVIDUELLES					
5.0 RECONNAÎTRE LA NÉCESSITÉ DE DISCUTER LES CHOIX DE CONSOMMATION LORS DE RELATIONS INTERPERSONNELLES.			T		
5.1 Nommer un événement où il a été incité par l'autre à consommer.					
5.2 Exprimer ce qu'il a ressenti après avoir été poussé par d'autres à consommer.					
5.3 Nommer un événement où il a incité l'autre à consommer.					
5.4 Identifier les réactions de l'autre vis-à-vis cette influence.					
5.5 Reconnaître qu'une influence sur soi et sur l'autre peut être positive ou négative.					
5.6 Indiquer des moyens de respecter son bien-être et celui de l'autre, lors d'une situation de consommation.					
THÈME: CONSÉQUENCE DES CHOIX					
6.0 ÉVALUER SES CHOIX DE CONSOMMATION EN FONCTION DE LA QUALITÉ DES RELATIONS INTERPERSONNELLES.			T		
6.1 Inventorier des conséquences de certains choix de consommation sur la qualité des relations interpersonnelles.					
6.2 Classer les conséquences de ses choix de consommation en souhaitables et non souhaitables.					
6.3 Classer ses choix de consommation en bons et mauvais choix en fonction de leurs conséquences.					
6.4 Identifier les moyens lui permettant de faire davantage de bons choix de consommation.					
THÈME: RÔLE DE LA PUBLICITÉ					
7.0 COMPRENDRE LE RÔLE JOUÉ PAR LA PUBLICITÉ DANS LE CHOIX DES RÉPONSES À SES BESOINS.			T		
7.1 Inventorier, dans son environnement, différentes formes de réclames publicitaires.					
7.2 Distinguer, dans ces publicités, les éléments incitatifs des éléments informatifs.					
7.3 Déduire de cette classification les rôles et l'utilité de la publicité.					
7.4 Expliquer comment la publicité influence le choix des réponses à ses besoins.					
7.5 Identifier un domaine de consommation où la publicité influence particulièrement le choix des réponses à ses besoins.					
7.6 Identifier les raisons de cette influence.					
7.7 Critiquer certaines réclames publicitaires.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA CONSOMMATION

	Classe			P	R
	4	5	6		
7.8 Reconnaître que la publicité n'est pas le seul facteur influençant le choix des réponses à ses besoins.					
7.9 Identifier d'autres facteurs qui influencent le choix des réponses à ses besoins.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA SANTÉ

OBJECTIF GLOBAL

AMENER L'ÉLÈVE À ADOPTER DES ATTITUDES FAVORABLES À L'ATTEINTE D'UN CERTAIN BIEN-ÊTRE PHYSIQUE, PSYCHIQUE ET SOCIAL.

OBJECTIF GÉNÉRAL

Que l'élève:

1. **Prenne conscience des besoins de son organisme.**
2. **Modifie ses habitudes de vie pour avoir une meilleure santé.**
3. **Évite les dangers de l'environnement physique.**
4. **Prenne conscience des conséquences de ses actions sur sa santé.**
5. **Enrichisse son expérience par diverses activités d'exploration et d'exploitation de l'environnement physique.**

		Classe			P	R
		4	5	6		
THÈME:	**BESOINS LIÉS AU BON FONCTIONNEMENT DE L'ORGANISME**					
1.0	**CARACTÉRISER LES DIVERS BESOINS DE L'ORGANISME.**			T		
1.1	Dire dans ses propres mots ce que veut dire «besoins».					
1.2	Dresser une liste de besoins hypothétiques.					
1.3	Identifier ce que la satisfaction de chaque besoin apporte d'essentiel au bon fonctionnement de l'organisme.					
THÈME:	**SENSATIONS INDICATRICES DE L'ÉTAT DE L'ORGANISME**					
2.0	**DÉTERMINER AVEC LE PLUS DE JUSTESSE POSSIBLE LE SENS EXACT DES SENSATIONS QUE L'ON ÉPROUVE.**			T		
2.1	Dresser une liste de sensations les plus fréquemment éprouvées.					
2.2	Associer à ces sensations une ou plusieurs significations.					
2.3	À partir d'une situation qu'il a vécue, identifier ce qui dans cette situation était la véritable source de la sensation.					
THÈME:	**HABITUDES ALIMENTAIRES**					
3.0	**RECONNAÎTRE L'IMPORTANCE DE PRENDRE TROIS REPAS PAR JOUR.**			T		
3.1	Indiquer les moments de la journée où l'on mange.					
3.2	Décrire ce qu'il mange à chacun de ces moments.					
3.3	Nommer les raisons que les humains ont de s'alimenter.					
3.4	Classer les raisons qu'on a de s'alimenter par ordre d'importance pour la santé.					
3.5	Identifier pour les repas, les collations et les autres moyens de s'alimenter, ce qu'ils apportent le plus à la personne.					
3.6	Classer les occasions de s'alimenter par ordre d'importance en plaçant en tête celles qui apportent le plus à l'organisme.					
3.7	Identifier les occasions de s'alimenter qui sont essentielles au bon fonctionnement de son organisme.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA SANTÉ

	Classe 4	Classe 5	Classe 6	P	R
THÈME: HABITUDES D'HYGIÈNE CORPORELLE					
4.0 APPLIQUER CERTAINES RÈGLES HYGIÉNIQUES ESSENTIELLES.			T		
4.1 Se brosser adéquatement les dents.					
4.2 Utiliser correctement la soie dentaire.					
4.3 Utiliser ses dents à bon escient.					
4.4 Aller voir le dentiste et l'hygiéniste dentaire deux fois par an.					
4.5 Se laver les mains avant chaque repas.					
4.6 Se laver tout le corps une fois par jour.					
4.7 Se laver et brosser les cheveux régulièrement.					
4.8 Prendre quelques moments de détente et de relaxation pendant la journée.					
4.9 Se mettre au lit à des heures qui permettent à l'organisme de récupérer complètement.					
4.10 Avoir une bonne posture.					
THÈME: HYGIÈNE MENTALE					
5.0 EXPÉRIMENTER QUELQUES MOYENS D'ASSURER SA SANTÉ MENTALE.			T		
5.1 Identifier quelques activités quotidiennes selon des catégories choisies par la classe.					
5.2 Classer ses activités quotidiennes selon des catégories choisies par la classe.					
5.3 À partir des catégories choisies, trouver le plus grand nombre possible d'activités favorables à l'hygiène mentale.					
5.4 À partir de la liste d'activités retenues, choisir celle(s) qu'il juge la(les) plus efficace(s) et la(les) plus agréable(s).					
5.5 Pratiquer volontairement, pendant un temps qu'il détermine, l'activité ou les activités qu'il a choisie(s).					
THÈME: VÉHICULES					
6.0 RECONNAÎTRE LES CAUSES D'ACCIDENTS ASSOCIÉS À L'UTILISATION DE VÉHICULES.			T		
6.1 Nommer les causes d'accidents associés à la conduite d'une bicyclette.					
6.2 Nommer les causes d'accidents associés au rouli-roulant.					
6.3 Nommer les causes d'accidents associés à la motocyclette, à la mobylette et au vélomoteur.					
6.4 Nommer les causes d'accidents associés aux embarcations.					
6.5 Nommer les causes d'accidents associés au ski de fond.					
6.6 Nommer les causes d'accidents associés à l'utilisation du tracteur et autres machineries agricoles.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA SANTÉ

		Classe			P	R
		4	5	6		
THÈME:	**POLLUTION**					
7.0	**RECONNAÎTRE LES DANGERS DE LA POLLUTION.**			T		
7.1	Distinguer les différents types de pollution.					
7.2	Inventorier les sources de pollution de l'air.					
7.3	Inventorier les sources de pollution de l'eau.					
7.4	Inventorier les sources de pollution par le bruit.					
7.5	Énumérer les dangers de la pollution de l'air.					
7.6	Reconnaître les sources de pollution de l'eau.					
7.7	Reconnaître les sources de pollution par le bruit.					
THÈME:	**OBJETS ET ENDROITS DANGEREUX**					
8.0	**ANALYSER LES AVANTAGES ET DÉSAVANTAGES DE LA CONSOMMATION DE TABAC, D'ALCOOL ET DE DROGUES.**			T		
8.1	Rappeler les raisons favorables invoquées par son entourage et la publicité en ce qui concerne la consommation de tabac, d'alcool et de drogues.					
8.2	Rappeler les raisons défavorables invoquées par son entourage et la publicité en ce qui concerne la consommation de tabac, d'alcool et de drogues.					
8.3	Critiquer les raisons favorables à la consommation de tabac, d'alcool et de drogues.					
8.4	Critiquer les raisons défavorables à la consommation de tabac, d'alcool et de drogues.					
8.5	Évaluer si les avantages sont plus grands que les désavantages.					
8.6	Prendre position sur ces pratiques en fonction de ce que l'on désire être et devenir et ce en fonction des dangers de ces pratiques pour la santé.					
THÈME:	**CONDUITES SÉCURITAIRES**					
9.0	**OBSERVER CERTAINES RÈGLES ET CONSIGNES DE PRUDENCE TOUCHANT SA SÉCURITÉ.**			T		
9.1	Observer les règles et les consignes de prudence s'appliquant à la circulation.					
9.2	Observer certaines règles de prudence et consignes touchant à la prévention des incendies.					
9.3	Observer certaines règles de prudence et consignes touchant les loisirs.					
9.4	Observer certaines consignes de prudence touchant la dynamite et les armes à feu.					
THÈME:	**EFFETS DES CONDUITES NON SÉCURITAIRES**					
10.0	**IDENTIFIER LES CONSÉQUENCES D'UNE CONDUITE NON SÉCURITAIRE.**			T		
10.1	Identifier les conséquences possibles d'une conduite non sécuritaire sur la voie publique.					
10.2	Identifier les conséquences possibles d'une conduite non sécuritaire à la maison.					
10.3	Identifier les conséquences possibles d'une mauvaise alimentation.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA SANTÉ

	Classe			P	R
	4	5	6		
10.4 Identifier les conséquences d'une écoute abusive de la télévision, de la radio, du stéréo et d'un mauvais éclairage.					
10.5 Identifier les conséquences possibles d'une mauvaise posture.					
THÈME: RICHESSES POUR SON DÉVELOPPEMENT					
11.0 PARTICIPER À UNE OU PLUSIEURS ACTIVITÉS DE LOISIR QUI L'INTÉRESSENT.			T		
11.1 Établir une liste des activités qui l'intéressent.					
11.2 Se renseigner dans sa localité sur les possibilités de pratiquer ces activités.					
11.3 Se procurer les informations nécessaires à la participation aux activités organisées.					
11.4 Parmi les activités qu'il préfère et compte tenu de ce qui est accessible dans sa localité, choisir une ou plusieurs activités pour chacune des saisons.					
11.5 Faire les démarches lui permettant de participer à une ou plusieurs activités.					
11.6 Participer régulièrement aux activités.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA SEXUALITÉ

OBJECTIF GLOBAL

FOURNIR AUX JEUNES LES POSSIBILITÉS DE CONNAÎTRE ET DE COMPRENDRE LES DIMENSIONS DE LEUR SEXUALITÉ, DE LES INTÉGRER POSITIVEMENT À LEUR PERSONNALITÉ ET, DONC, DE SE RÉALISER DE FAÇON HARMONIEUSE ET RESPONSABLE DANS LEUR PROJET DE VIE PERSONNEL ET SOCIAL COMME ÊTRES SEXUÉS.

OBJECTIF GÉNÉRAL

Que l'élève:

1. **Valorise son corps en tant que réalité sexuée.**
2. **Soit sensibilisé aux différentes dimensions que comporte la sexualité humaine.**
3. **Soit prévenu contre les diverses exploitations sexuelles dont il peut être l'objet.**
4. **Prenne conscience de la dimension sociale de l'expression de la sexualité humaine notamment en relation avec la famille.**
5. **Comprenne le phénomène de la naissance.**

	Classe			P	R
	4	5	6		
THÈME: EXPRESSION DE LA SEXUALITÉ HUMAINE					
1.0 COMPRENDRE CE QU'EST LA SEXUALITÉ HUMAINE.			T		
1.1 Se rappeler les modes d'expression de la sexualité humaine.					
1.2 Dégager les grandes dimensions de la sexualité humaine.					
1.3 Distinguer sexualité et génitalité.					
1.4 Illustrer ce qu'est pour lui la sexualité humaine.					
THÈME: LE MASCULIN - LE FÉMININ					
2.0 CONNAÎTRE LES ORGANES GÉNITAUX MASCULINS ET FÉMININS ET LEURS FONCTIONS.			T		
2.1 Rappeler les principales caractéristiques anatomiques de l'être humain.					
2.2 Rappeler le nom des principaux organes génitaux féminins et masculins dans le vocabulaire médical.					
2.3 Situer correctement la place des organes sur des reproductions en coupe.					
2.4 Classer les organes génitaux masculins et féminins en organes internes et externes.					
2.5 Indiquer le rôle des organes génitaux masculins et féminins.					
2.6 Indiquer les principales fonctions de l'appareil génital humain.					
2.7 Indiquer les points qui ne lui semblent pas clairs et ce qu'il ne comprend pas du tout.					
2.8 Exprimer ce qu'il ressent à propos des organes génitaux et de leur fonction.					
THÈME: LA PUBERTÉ					
3.0 COMPRENDRE LES CHANGEMENTS ANATOMIQUES, PHYSIOLOGIQUES ET PSYCHOLOGIQUES QUI ACCOMPAGNENT LA PUBERTÉ.			T		
3.1 Décrire, en ses termes les changements anatomiques, physiologiques et psychologiques de la puberté.					
3.2 Connaître le phénomène des règles et de l'éjaculation.					
3.3 Expliquer avec ses propres termes les raisons de ces changements.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA SEXUALITÉ

	Classe 4	Classe 5	Classe 6	P	R
3.4 Constater que ces changements ne se produisent pas au même moment chez chacun.					
3.5 Exprimer ce qu'il ressent face à ces changements.					
3.6 Discuter avec ses pairs, parents et maîtres de ses interrogations, craintes et joies face à ces changements.					
4.0 SE SITUER VIS-À-VIS DE SES CAPACITÉS REPRODUCTRICES.			T		
4.1 Compléter les informations sur les étapes du processus de la reproduction.					
4.2 Indiquer ce que donne la capacité de reproduire.					
4.3 Associer ses capacités à des signes de maturation.					
4.4 Percevoir les implications de ses capacités reproductrices.					
THÈME: L'ÉVEIL SEXUEL					
5.0 COMPRENDRE LES PRINCIPALES CARACTÉRISTIQUES DE L'ÉVEIL SEXUEL.			T		
5.1 Identifier chez lui les manifestations de son éveil à la sexualité.					
5.2 Associer ces manifestations aux changements pubertaires.					
5.3 Exprimer ses interrogations et ses sentiments face à ces diverses manifestations.					
5.4 Situer l'éveil sexuel comme ouverture nouvelle aux relations avec les personnes de l'autre sexe.					
THÈME: EXPLOITATION SEXUELLE					
6.0 SAVOIR QUOI FAIRE EN CAS D'EXPLOITATION SEXUELLE.			T		
6.1 Dire avec ses propres mots ce que signifie l'expression exploitation sexuelle.					
6.2 Distinguer une exploitation sexuelle d'une marque d'affection.					
6.3 Identifier les situations indicatrices d'une intention d'exploitation sexuelle.					
6.4 Reconnaître qu'il peut être l'objet d'exploitation.					
6.5 Reconnaître que l'exploitation peut venir des adultes, d'adolescents ou de jeunes du même âge, de même sexe que lui ou de sexe différent.					
6.6 Identifier deux règles de base en cas d'exploitation.					
THÈME: RÔLES ET STÉRÉOTYPES DE RÔLES SEXUELS					
7.0 RECONNAÎTRE LA PLURALITÉ DES RÔLES ASSUMÉS PAR LES FEMMES ET LES HOMMES ET CHOISIR SES PROPRES RÔLES.			T		
7.1 Rappeler les divers rôles habituellement attribués aux garçons et aux filles.					
7.2 Rappeler les divers rôles habituellement attribués aux hommes et aux femmes.					
7.3 Observer si ces rôles sont assumés partout dans son environnement et ailleurs.					
7.4 Constater que certains rôles peuvent être assumés aussi bien par l'homme que par la femme.					
7.5 À partir de ces réflexions sur les rôles, identifier ce qu'est un stéréotype de rôle sexuel.					

FORMATION PERSONNELLE ET SOCIALE

P: **Objectif présenté /n° thème**
R: **Réévaluation nécessaire/Non**

VOLET : ÉDUCATION À LA SEXUALITÉ

	Classe			P	R
	4	5	6		
7.6 Constater qu'il existe des stéréotypes dans la vie quotidienne et dans le choix des métiers.					
7.7 Identifier les stéréotypes qu'il adopte en tant que garçon ou fille.					
7.8 Constater qu'il peut assumer des rôles habituellement attribués à une personne de l'autre sexe tout en ayant la même identité sexuelle.					
7.9 Exprimer ses sentiments à l'égard des stéréotypes qu'il adopte ou pourrait adopter.					
THÈME: NORMES SOCIALES					
8.0 COMPRENDRE QUE CERTAINES NORMES GUIDENT L'EXPRESSION DE LA SEXUALITÉ HUMAINE.			T		
8.1 Dire ce que signifie pour lui la notion de «norme».					
8.2 Donner des exemples de normes existant dans divers aspects de sa vie.					
8.3 Discuter avec ses pairs de l'existence de normes se rapportant à la sexualité humaine.					
8.4 Identifier dans son milieu certaines normes liées à l'expression de la sexualité humaine.					
8.5 Dire qu'il existe des normes sexuelles dans d'autres milieux que le sien ou à d'autres époques.					
8.6 Constater l'omniprésence des normes sexuelles.					
8.7 Expliquer la raison d'être des normes.					
8.8 Exprimer son point de vue sur la nécessité de normes réglant l'expression de la sexualité humaine.					
THÈME: VALEURS SOUS-JACENTES AUX NORMES					
9.0 DÉGAGER LES VALEURS SOUS-JACENTES AUX NORMES GUIDANT L'EXPRESSION DE LA SEXUALITÉ HUMAINE.			T		
9.1 Dégager les normes concernant l'activité sexuelle adolescente.					
9.2 Indiquer les raisons habituellement données pour les justifier.					
9.3 Discuter avec ses pairs du bien-fondé de ces raisons.					
9.4 Dégager les valeurs sur lesquelles s'appuient ces normes.					
9.5 Expliquer comment les normes dans l'expression de la sexualité comme dans toute autre dimension de la vie sont l'expression de certaines valeurs liées au développement personnel et social des humains et une invitation à les adopter.					
9.6 Parler avec ses parents des normes existant quand ils étaient jeunes.					
9.7 Dégager les valeurs qu'il privilégie dans l'expression de sa sexualité adolescente.					
9.8 Identifier les normes qui s'y rattachent.					
9.9 Discuter avec ses pairs, parents ou autres adultes des normes qui devraient guider l'expression de la sexualité adolescente.					
THÈME: LA NAISSANCE					
10.0 COMPRENDRE LE PHÉNOMÈNE DE LA FÉCONDATION ET DE L'ACCOUCHEMENT.			T		
10.1 Expliquer le processus de conception d'un enfant.					
10.2 Décrire le développement du foetus.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA SEXUALITÉ

	Classe				
	4	5	6	P	R
10.3 Décrire sommairement les changements chez les parents et les raisons de ces changements.					
10.4 Décrire les étapes de la naissance et le rôle de chaque parent.					
10.5 Comprendre que de s'occuper d'un nouveau-né exige beaucoup d'attention et d'engagement.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA VIE EN SOCIÉTÉ

OBJECTIF GLOBAL

AMENER L'ÉLÈVE À DÉVELOPPER DES CONNAISSANCES, DES ATTITUDES ET DES COMPORTEMENTS LUI PERMETTANT D'ÉTABLIR UN ÉQUILIBRE ENTRE SES ATTENTES ET CELLES DE LA COLLECTIVITÉ, DE S'EXPRIMER PLEINEMENT COMME INDIVIDU ET DE PARTICIPER ACTIVEMENT À LA VIE DE SA COLLECTIVITÉ.

OBJECTIF GÉNÉRAL

Que l'élève:

1. **Soit sensibilisé à la dimension sociale de sa personnalité.**
2. **Tire profit des services que lui offre sa collectivité tout en respectant le droit qu'ont les autres d'en profiter.**
3. **Prenne conscience de son appartenance à un groupe et du rôle qu'il est appelé à y jouer.**
4. **Soit sensibilisé à divers outils que se donnent la société et les divers groupes pour fonctionner démocratiquement.**

	Classe			P	R
	4	5	6		
THÈME: MON IDENTITÉ SOCIALE					
1.0 RECONNAÎTRE SON APPARTENANCE À UNE COLLECTIVITÉ.			T		
1.1 Dresser la liste de ses liens d'appartenance à divers groupes.					
1.2 Définir la notion de collectivité.					
1.3 Constater qu'il fait partie d'une collectivité.					
1.4 Faire sa carte personnelle d'identité sociale.					
1.5 Comparer sa carte à celle de ses pairs.					
THÈME: MES DROITS ET RESPONSABILITÉS					
2.0 RECONNAÎTRE QU'IL A DES DROITS ET DES RESPONSABILITÉS EN TANT QU'INDIVIDU ET EN TANT QUE MEMBRE D'UNE COLLECTIVITÉ.			T		
2.1 Connaître ce qu'il considère être un droit qui lui revient dans sa famille, dans sa classe ou lorsqu'il est seul.					
2.2 Dire dans ses propres termes ce qu'est un droit et la raison d'être d'un droit.					
2.3 Définir ce qu'est un droit.					
2.4 Distinguer les sortes de droits.					
2.5 Connaître les droits fondamentaux de tout être humain.					
2.6 Reconnaître que tout droit confère des libertés.					
2.7 Reconnaître que tout droit lui confère des responsabilités en tant qu'individu et en tant que membre d'une collectivité.					
2.8 Identifier les droits de l'enfant et les responsabilités qui en découlent.					
THÈME: RÔLE DE L'INFORMATION					
3.0 DÉFINIR LE RÔLE QUE JOUE L'INFORMATION DANS SA VIE.			T		
3.1 Relever les situations quotidiennes où il a besoin d'information.					
3.2 Dire dans ses propres termes ce qui se produit chez lui lorsqu'il obtient l'information dont il a besoin.					
3.3 Se renseigner auprès de ses parents ou autres adultes sur la nature de leurs besoins en information et sur les avantages qu'ils retirent des informations recueillies.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA VIE EN SOCIÉTÉ

	Classe			P	R
	4	5	6		
3.4 Indiquer les avantages personnels qu'il retire de l'information.					
THÈME: LES CENTRES D'INFORMATION					
4.0 APPLIQUER LES PRINCIPALES ÉTAPES DE L'UTILISATION D'UN CENTRE D'INFORMATION.			T		
4.1 Inventorier les sources d'information disponibles dans son milieu.					
4.2 Relever, parmi ces sources d'information, celles qu'il utilise fréquemment.					
4.3 Relater une démarche personnelle d'utilisation d'un centre d'information.					
4.4 Décrire sommairement le fonctionnement d'un centre d'information de son milieu.					
4.5 Identifier les principales étapes relatives à l'utilisation d'un centre d'information.					
4.6 Exprimer les difficultés qu'il éprouve à réaliser une ou plusieurs étapes.					
4.7 Expérimenter l'une ou l'autre de ces étapes.					
THÈME: LE VANDALISME					
5.0 EFFECTUER UNE ACTION SUSCEPTIBLE D'ENCOURAGER LE RESPECT DU BIEN PUBLIC.			T		
5.1 Se rappeler les biens et services publics que les gens utilisent.					
5.2 Identifier les besoins que satisfait l'utilisation de ces biens et services.					
5.3 Relever dans son milieu des exemples où ces biens et services publics ont subi des dommages matériels importants.					
5.4 Dire dans ses propres termes ce qu'est le vandalisme.					
5.5 Imaginer les motifs qui amènent les personnes à commettre volontairement des actes de vandalisme.					
5.6 Connaître les conséquences personnelles et sociales des actes de vandalisme.					
5.7 Exprimer son opinion personnelle face aux actes de vandalisme.					
5.8 Imaginer avec ses pairs des façons d'encourager son milieu au respect de la propriété publique.					
THÈME: LES RÈGLES FAMILIALES					
6.0 PARTICIPER À L'ÉTABLISSEMENT ET À L'APPLICATION DES RÈGLES FAMILIALES.			T		
6.1 Énumérer les règles établies dans sa famille.					
6.2 Imaginer ce qui se passerait si ces règles n'existaient pas.					
6.3 Démontrer l'utilité des règles dans sa famille.					
6.4 Comparer les règles de sa famille avec celles de ses pairs.					
6.5 Constater la diversité des règles.					
6.6 Constater l'aspect évolutif des règles.					
6.7 Connaître les raisons qui conduisent à changer les règles.					
6.8 Définir son rôle personnel dans l'établissement et l'application des règles dans sa famille.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA VIE EN SOCIÉTÉ

	Classe			P	R
	4	5	6		
6.9 Décrire dans quelles situations familiales il pourrait contribuer à l'établissement et à l'application de règles.					
6.10 Discuter avec sa famille de l'opportunité de sa contribution.					
THÈME: L'ACCUEIL					
7.0 ADOPTER UNE ATTITUDE D'ACCUEIL À L'ÉGARD DES PERSONNES DE SON MILIEU QUI ONT UN MODE DE VIE DIFFÉRENT DU SIEN.			T		
7.1 Trouver dans son milieu des personnes ou groupes de personnes qui ont un mode de vie différent du sien.					
7.2 Se renseigner sur le mode de vie de l'une de ces personnes ou de ce groupe de personnes.					
7.3 Présenter à ses pairs une synthèse de son enquête.					
7.4 Démontrer une connaissance sommaire des droits de la personne.					
7.5 Vérifier si les droits de cette personne ou de ce groupe de personnes sont respectés.					
7.6 Exprimer ce qu'il ressent à l'égard de ces personnes.					
7.7 Exprimer ce qu'il ressent à l'égard des personnes qui ne respectent pas les droits des autres.					
7.8 Appliquer un moyen de respecter davantage les droits de la personne.					
THÈME: LE CIVISME			T		
8.0 DÉMONTRER L'IMPORTANCE DE FAIRE PREUVE DE CIVISME DANS LA VIE.					
8.1 Définir dans ses propres termes le civisme.					
8.2 Relater des actes de civisme dont il a déjà été témoin dans son milieu.					
8.3 Exprimer son opinion sur la valeur de ces actes.					
8.4 Raconter une expérience personnelle où il a eu besoin de l'aide de quelqu'un.					
8.5 Exprimer ce qu'il a ressenti lorsqu'il a reçu de l'aide.					
8.6 Imaginer ce qui serait arrivé s'il n'avait pas reçu cette aide.					
8.7 Exprimer ce qu'il a ressenti lors d'une situation où il n'a pas eu l'aide dont il avait besoin.					
8.8 Indiquer les dangers que peuvent comporter certains actes de civisme.					
8.9 Constater l'importance qu'accorde la société aux actes de civisme.					
8.10 Imaginer ce qui se produirait dans une société où personne ne ferait preuve de civisme.					
8.11 Indiquer les situations où il pourrait faire preuve de civisme.					
THÈME: LES RÈGLES					
9.0 RECONNAÎTRE L'EXISTENCE ET L'UTILITÉ DES RÈGLES À L'INTÉRIEUR DES GROUPES SOCIAUX.			T		
9.1 Se rappeler les règles qui existent dans sa famille.					
9.2 Indiquer des règles qui existent dans son école.					
9.3 Faire connaître des règles qui existent dans les jeux.					
9.4 Indiquer des règles qui existent dans sa ville.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION À LA VIE EN SOCIÉTÉ

	Classe			P	R
	4	5	6		
9.5 Constater la diversité des règles.					
9.6 Imaginer ce qui se produirait dans un groupe social dont il est membre en l'absence de chacune des règles établies.					
9.7 Constater l'utilité des règles.					
THÈME: LES LOIS			T		
10.0 RECONNAÎTRE L'EXISTENCE ET LA RAISON D'ÊTRE DES LOIS.					
10.1 Dire dans ses propres termes ce qu'est une loi.					
10.2 Identifier les caractéristiques d'une loi.					
10.3 Savoir comment sont élaborées les lois.					
10.4 Nommer différentes lois dans la société québécoise.					
10.5 Identifier les raisons d'être des lois.					
10.6 Nommer les personnes chargées de faire observer la loi.					
10.7 Exprimer son opinion personnelle sur l'utilité des lois.					
10.8 Se familiariser avec une loi qui le concerne.					
10.9 Exprimer son opinion personnelle sur cette loi.					
10.10 Identifier les implications du non-respect de cette loi.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION AUX RELATIONS INTERPERSONNELLES

OBJECTIF GLOBAL

AIDER L'ÉLÈVE À PRENDRE CONSCIENCE DE SA RÉALITÉ ET DE CELLE DES AUTRES, AFIN D'AMÉLIORER LA QUALITÉ DE SES RELATIONS INTERPERSONNELLES.

OBJECTIF GÉNÉRAL

Que l'élève:

1. **Se fasse une image positive de lui-même comme personne ayant ses habiletés et des aptitudes particulières.**
2. **Explore les principaux types de relations qu'il établit.**
3. **Se sensibilise à certains phénomènes de communication dans une relation entre deux personnes.**
4. **Prenne conscience de ses responsabilités en tant que membre d'une famille et d'une classe.**

	Classe			P	R
	4	5	6		
THÈME: MON PORTRAIT					
1.0 ESQUISSER LE PORTRAIT DE SES PRINCIPAUX INTÉRÊTS ET HABILETÉS.			T		
1.1 Identifier les principales activités qui lui procurent le plus de plaisir.					
1.2 Dire dans ses propres termes pourquoi il préfère ces activités à d'autres activités.					
1.3 Relever parmi ces activités celles qui suscitent chez lui un intérêt et une habileté marqués.					
1.4 Comparer ses intérêts et habiletés à ceux des élèves de sa classe.					
1.5 Apprécier le caractère particulier de sa personnalité.					
THÈME: MES POSSIBILITÉS					
2.0 RECONNAÎTRE QU'IL A DES POSSIBILITÉS À DÉVELOPPER.			T		
2.1 Inventorier certains travaux ou créations qu'il considère avoir réalisé dans son environnement immédiat.					
2.2 Nommer les étapes qu'il a dû franchir pour parvenir à ces réalisations.					
2.3 Exprimer ce qu'il a ressenti face à ces réalisations.					
2.4 Savoir qu'il a des possibilités personnelles qui doivent être développées.					
THÈME: CHOIX D'UNE RELATION					
3.0 IDENTIFIER SES CRITÈRES PERSONNELS DANS LE CHOIX DE SES RELATIONS INTERPERSONNELLES.			T		
3.1 Reconnaître qu'il pourrait être en relation avec plusieurs personnes.					
3.2 Estimer le nombre de personnes avec qui il établit des relations.					
3.3 Dire en ses mots pourquoi il a établi une relation avec une personne plutôt qu'avec une autre.					
3.4 Savoir que lorsqu'il choisit un ami, il le choisit en fonction de critères personnels et de critères extérieurs à lui.					
3.5 Identifier ce qu'il juge important pour lui lorsqu'il établit une relation avec une autre personne.					
3.6 Identifier certaines attitudes et comportements prudents à l'égard des étrangers.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION AUX RELATIONS INTERPERSONNELLES

	Classe			P	R
	4	5	6		
THÈME: RÉACTIONS ÉMOTIVES					
4.0 COMPRENDRE QUE SES RÉACTIONS ÉMOTIVES INFLUENCENT SON COMPORTEMENT ENVERS L'AUTRE.			T		
4.1 Décrire des situations où il s'est passé quelque chose qui lui a beaucoup plu ou beaucoup déplu.					
4.2 Identifier ses réactions émotives à ces situations.					
4.3 Identifier le cas échéant, des réactions émotives qu'il a manifestées dans son comportement.					
4.4 Identifier ce que cette réaction a modifié dans la suite de la relation.					
4.5 Identifier d'autres comportements qui auraient pu aussi manifester les mêmes émotions.					
4.6 Imaginer comment une réaction comportementale différente aurait pu modifier le déroulement de la situation.					
4.7 Constater que la façon de manifester ses émotions influe sur la suite de la relation.					
4.8 Observer que la réaction comportementale peut durer plus longtemps que la situation.					
4.9 Observer que son comportement à l'égard de quelqu'un peut être influencé par une émotion vécue récemment.					
4.10 Observer que le comportement de l'autre à son égard peut être influencé par une émotion que ce dernier a connue récemment.					
THÈME: L'INTERPRÉTATION					
5.0 COMPRENDRE QUE L'ON DÉDUIT LES DISPOSITIONS DE L'AUTRE À NOTRE ÉGARD EN INTERPRÉTANT SES COMPORTEMENTS.			T		
5.1 Identifier comment il reconnaît les dispositions de l'autre à son égard.					
5.2 Observer ces mêmes comportements chez soi.					
5.3 Examiner si ces comportements chez soi ont la même signification qu'il leur a accordée chez l'autre.					
5.4 Chercher à connaître la signification du comportement de l'autre.					
5.5 Identifier les conséquences d'une erreur dans l'interprétation de ces comportements.					
5.6 Reconnaître qu'il est parfois utile de vérifier auprès de l'autre les dispositions qu'on lui attribue d'après ses comportements.					
THÈME: LE CONFLIT					
6.0 RECONNAÎTRE QU'UN CONFLIT PEUT ÊTRE VALABLE OU NUISIBLE POUR LA RELATION SELON LA FAÇON DONT IL EST RÉSOLU.			T		
6.1 Identifier ses réactions émotives lors d'un conflit.					
6.2 Identifier les différents comportements qu'il adopte lors d'un conflit.					
6.3 Identifier certains de ses comportements ou ceux de l'autre qu'il considère avoir été nuisibles pour la relation.					
6.4 Observer ce qui se passe lorsqu'il y a discussion lors d'un conflit.					
6.5 Reconnaître que la discussion peut avoir des effets positifs sur la relation.					
6.6 Reconnaître qu'un conflit, non résolu peut être négatif pour la relation.					
6.7 Reconnaître que la façon dont le conflit est résolu influence la qualité de la relation.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION AUX RELATIONS INTERPERSONNELLES

	Classe			P	R
	4	5	6		
THÈME: LE TEMPS					
7.0 RECONNAÎTRE QUE TOUTE RELATION A UNE DURÉE VARIABLE ET QUE CETTE DERNIÈRE A UNE OU PLUSIEURS CAUSES.			T		
7.1 Identifier des personnes avec qui il est en relation depuis longtemps.					
7.2 Exprimer les raisons pour lesquelles il poursuit ses relations.					
7.3 Identifier des relations qu'il a eues et qui ont été de courte durée.					
7.4 Identifier les facteurs qui ont pu être la cause de la fin de la relation.					
7.5 Reconnaître que son comportement et celui de l'autre peuvent être la cause de la fin de la relation.					
7.6 Identifier ses réactions émotives lors de la fin d'une relation.					
7.7 Reconnaître que toute relation se vit à l'intérieur d'une période de temps donnée et que divers facteurs en déterminent la durée.					
THÈME: LA PARTICIPATION					
8.0 RECONNAÎTRE L'IMPORTANCE DE SA PARTICIPATION AU SEIN D'UN GROUPE.			T		
8.1 Identifier les principales situations que comporte sa vie dans un groupe.					
8.2 Identifier les raisons qui l'associent à chacun des groupes.					
8.3 Identifier son rôle dans chacun de ces groupes.					
8.4 Identifier ses comportements dans le groupe qui facilitent la bonne entente.					
8.5 Imaginer ce qui se passerait s'il ne remplissait pas son rôle dans le groupe.					
8.6 Reconnaître que chaque membre participe au bon fonctionnement du groupe.					
8.7 Évaluer sa satisfaction de participer à un groupe.					
8.8 Indiquer des moyens de participer plus activement au bon fonctionnement du groupe dont il est membre.					
THÈME: ÉCHANGES ET CONCESSIONS					
9.0 COMPRENDRE QUE TOUTE BONNE RELATION REQUIERT DES ÉCHANGES ET DES CONCESSIONS RÉCIPROQUES.			T		
9.1 Classer en deux catégories: "bonne entente" et "mauvaise entente" les relations qu'il entretient avec d'autres personnes.					
9.2 Comparer les façons d'agir de ces personnes envers lui pour chacune des catégories.					
9.3 Comparer ses propres façons d'agir envers l'autre pour chacune des catégories.					
9.4 Reconnaître que la compréhension mutuelle des messages est un facteur de bonne entente.					
9.5 Reconnaître que la prise en considération du point de vue de l'autre est un facteur de bonne entente.					
9.6 Reconnaître que le souci du sentiment que l'autre éprouve à son égard est un facteur de bonne entente.					
9.7 Reconnaître que les concessions mutuelles sont un facteur de bonne entente.					
9.8 Reconnaître que la capacité d'exprimer son opinion et ses sentiments est un facteur de bonne entente.					

FORMATION PERSONNELLE ET SOCIALE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

VOLET : ÉDUCATION AUX RELATIONS INTERPERSONNELLES

	Classe			P	R
	4	5	6		
THÈME: L'HARMONIE					
10.0 RECONNAÎTRE L'IMPORTANCE DE RELATIONS HARMONIEUSES AU SEIN D'UN GROUPE.			T		
10.1 Identifier les activités de groupe auxquelles il participe dans sa famille et dans la classe.					
10.2 Se rappeler une activité de groupe où il a éprouvé beaucoup de joie et de bien-être.					
10.3 Décrire son comportement dans cette situation.					
10.4 Se rappeler une situation où il y a eu conflit avec un ou plusieurs membres du groupe.					
10.5 Décrire son comportement dans cette situation.					
10.6 Identifier les causes du conflit.					
10.7 Imaginer d'autres causes de conflit possibles.					
10.8 Parmi les causes de conflit, indiquer celles sur lesquelles il peut intervenir.					
10.9 Énumérer les facteurs qui contribuent à une harmonie au sein d'un groupe.					

FRANÇAIS

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

ORAL (HABILETÉ) (OH)

- **L'OBJECTIF DE LA CLASSE DE FRANÇAIS**

L'objectif de la classe de français est de développer chez l'écolier ses habiletés comme émetteur et comme récepteur, autant en langue orale qu'en langue écrite. Une habileté langagière est acquise quand l'écolier est capable de l'exercer à des fins de communication utilitaire ou esthétique, compte tenu des conditions inhérentes à cette utilisation.

- **OBJECTIF GÉNÉRAL: ORAL**

L'objectif spécifique de l'apprentissage de la langue orale au cours primaire est l'accroissement de l'habileté à communiquer verbalement dans des situations où l'écolier est alternativement locuteur et interlocuteur (destinataire).

		Classe			P	R
		4	5	6		
OH	1.0 Discours à caractère expressif					
	1.1 Adaptation du discours à l'intention du locuteur	↔	↔	↔		
	1.2 Adaptation du discours aux caractéristiques de l'interlocuteur:					
	1.2.1 - selon ses besoins d'information	↔	↔	↔		
	1.2.2 - selon ses rapports avec le locuteur	↔	↔	↔		
	1.2.3 - selon la variété de langue qui convient	↔	↔	↔		
	1.3 Adaptation du discours aux caractéristiques de la situation:					
	1.3.1 - selon que les interlocuteurs entretiennent des relations privées ou publiques		↔	↔		
	1.3.2 - selon la variété de langue qui convient		↔	↔		
	1.4 Production de rétroaction		↔	↔		
OH	2.0 Discours à caractère incitatif					
	2.1 Adaptation du discours à l'intention du locuteur	↔	↔			
	2.2 Adaptation du discours aux caractéristiques de l'interlocuteur:					
	2.2.1 - selon ses besoins d'information	↔				
	2.2.2 - selon ses rapports avec le locuteur	↔	↔			
	2.2.3 - selon la variété de langue qui convient	↔	↔			
	2.2.4 - selon son degré de maîtrise de la langue			↔		
	2.2.5 - selon le degré de familiarité			T ↔		
	2.3 Adaptation du discours aux caractéristiques de la situation:					
	2.3.1 - selon que les interlocuteurs se voient ou non		↔	↔		
	2.4 Adaptation du discours selon qu'il y a rétroaction ou non		↔	↔		
OH	3.0 Discours à caractère informatif					
	3.1 Adaptation du discours à l'intention du locuteur	↔	↔			
	3.2 Adaptation du discours aux caractéristiques de l'interlocuteur:					

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

			Classe			P	R
			4	5	6		
		3.2.1 - selon ses besoins d'information	↔	↔			
		3.2.2 - selon ses rapports avec le locuteur	↔	↔			
		3.2.3 - selon la variété de langue qui convient	↔	↔	↔		
		3.2.4 - selon la variété de langue	↔				
		3.2.5 - selon son degré de maîtrise de la langue	↔	↔	↔		
		3.2.6 - selon la familiarité avec le locuteur		↔	T ↔		
		3.3 Choix et organisation de l'information	↔	↔	↔		
		3.4 Adaptation du discours aux caractéristiques de la situation:					
		3.4.1 - selon que les interlocuteurs sont en présence ou non	↔	↔	↔		
		3.4.2 - selon qu'il y a rétroaction ou non	↔				
		3.4.3 - selon que les interlocuteurs interviennent dans des relations publiques ou privées		↔	↔		
		3.4.4 - selon la variété de langue qui convient			↔		
		3.5 Production de rétroaction et réaction du locuteur		↔	↔		
OH	4.0	Discours à caractère poétique ou ludique	↔	↔	↔		
		LECTURE (HABILETÉ) (LH)					
	-	**OBJECTIF GÉNÉRAL: LECTURE**					
		Lire est l'habileté à reconstruire partiellement ou intégralement le sens d'un texte en tenant compte de l'intention de lecture et du type de texte lu.					
LH	1.0	Lecture de textes à caractère informatif : monographies, articles d'encyclopédies, affiches, reportages journalistiques, articles de revues pour la jeunesse/les jeunes, manuels scolaires, récits de faits historiques, courtes biographies, dépliants d'information, notes.	↔	↔	↔		
LH	2.0	Lecture de textes à caractère poétique ou ludique : contes, poèmes, romans, légendes, bandes dessinées, fables, récits d'aventure.	↔	↔	↔		
LH	3.0	Lecture de textes à caractère expressif : messages personnels, lettres, cartes postales, cartes de souhaits, courrier de lecteurs, textes d'opinion, autobiographies.	↔	↔	↔		
LH	4.0	Lecture de textes à caractère incitatif : règles de jeu, recettes, modes d'emploi, instructions d'assemblage ou de fabrication, consignes de manuels scolaires, affiches, itinéraires, notes, invitations, dépliants publicitaires, règlements.	↔	↔	↔		
		LECTURE (CONNAISSANCE) (LC)					
LC	1.0	Code					
		1.1 Lexique					
		- expressions particulières	↔	↔	↔		
		- dérivation lexicale:					
		. dé: défaire, dégonfler	T ↔				

FRANÇAIS

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe 4	Classe 5	Classe 6	P	R
. in/im: incapable, impossible	T ↔				
. re/ré: reprendre, réorganiser	T ↔				
. age: dressage, pilotage	T ↔				
. issage: remplissage	T ↔				
. ade: glissade	T ↔				
. erie: boucherie	T ↔				
. eur/euse: coiffeur	T ↔				
. ateur: aviateur	T ↔				
. ier/ière: placier	T ↔				
. ière: cafetière	T ↔				
. ier: pommier	T ↔				
. aine: douzaine	T ↔				
. ette: fillette	T ↔				
. elette: tartelette	T ↔				
. eux/euse: paresseux	T ↔				
. able: mangeable	T ↔				
. eur: lenteur	T ↔				
. ement: changement	↔	↔	↔		
. tion: distribution	↔	↔	↔		
. aison: livraison	↔	↔	↔		
. oir/oire: mouchoir	↔	↔	↔		
. ien/ienne: mécanicien	↔	↔	↔		
. if/ive: attentif	↔	↔	↔		

FRANÇAIS

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe 4	Classe 5	Classe 6	P	R
. issement: glissement	↔	↔	↔		
. ation: salutation	↔	↔	↔		
. ure: blessure	↔	↔	↔		
. ard/arde: traînard	↔	↔	↔		
. el/elle: occasionnel	↔	↔	↔		
. ance: naissance		↔	↔		
. iste: dentiste		↔	↔		
. eté: propreté		↔	↔		
. ité: solidité		↔	↔		
. ise: franchise		↔	↔		
. esse: gentillesse		↔	↔		
. ique: chimique		↔	↔		
- dérivation lexicale:					
. al/ale: tropical		↔	T ↔		
. aire: légendaire		↔	T ↔		
. ulaire: musculaire		↔	T ↔		
1.2 Syntaxe					
- ponctuation: reconnaissance du rôle de la majuscule de début de phrase, du point, des virgules, des points-virgules, des deux-points et des guillemets comme repères servant à former des ensembles signifiants dans un texte	T ↔				
LC 2.0 Types de textes					
2.1 Sensibilisation à certaines caractéristiques propres aux textes qui informent sur le réel et propres aux textes à caractère imaginaire	↔	↔	↔		
2.2 Sensibilisation aux éléments vraisemblables et invraisemblables des textes à caractère imaginaire			↔		
LECTURE (TECHNIQUE) (LT)					
LT 1.0 Dictionnaire					
1.1 Repérage du sens d'un mot dans un dictionnaire	↔	↔			
1.2 Utilisation du dictionnaire et du glossaire pour trouver le sens de mots inconnus		↔	↔		
LT 2.0 Repérage d'informations par recours à l'ordre alphabétique, à l'index, à la table des matières	↔	↔	↔		
LT 3.0 Initiation à la classification de la bibliothèque de l'école	↔	↔			
LT 4.0 Utilisation de la classification de la bibliothèque de l'école		↔	↔		
LT 5.0 Approximation du contenu d'un ouvrage		↔	↔		

FRANÇAIS

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
ÉCRITURE (HABILETÉ) (EH) - **OBJECTIF GÉNÉRAL: ÉCRITURE** **Écrire est l'habileté à rédiger des textes variés (informatifs, expressifs, incitatifs et imaginaires) en respectant les exigences de la situation de communication et du fonctionnement de la langue.**					
EH 1.0 **Rédaction de textes à caractère expressif**					
1.1 **Intention**	↔	↔	↔		
1.2 **Caractéristiques du lecteur**			↔		
EH 2.0 **Rédaction de textes à caractère incitatif**					
2.1 **Intention**	↔	↔	↔		
2.2 **Choix de l'information**	↔	↔	↔		
2.3 **Organisation de l'information**			↔		
2.4 **Caractéristiques du lecteur**			↔		
EH 3.0 **Rédaction de textes à caractère informatif**					
3.1 **Intention**	↔	↔	↔		
3.2 **Choix de l'information**	↔	↔	↔		
3.3 **Organisation de l'information**			↔		
3.4 **Caractéristiques du lecteur**			↔		
EH 4.0 **Rédaction de textes à caractère poétique et ludique**					
4.1 **Intention**	↔	↔	↔		
4.2 **Caractéristiques du lecteur**			↔		
ÉCRITURE (CONNAISSANCE) (EC)					
EC 1.0 **Code orthographique**					
1.1.1 **Orthographe d'usage**					
1.1.1.1 - **Acquisition d'automatismes pour neuf cents nouveaux mots usuels (plus la forme féminine et plurielle des mots variables) susceptibles «de servir» en situation d'écriture**	T ↔				
1.1.1.2 - **Acquisition d'automatismes pour cinq cents nouveaux mots usuels (plus la forme féminine et plurielle des mots variables) susceptibles «de servir» en situation d'écriture**		↔			
1.1.1.3 - **Acquisition d'automatismes pour six cents nouveaux mots usuels (plus la forme féminine et plurielle des mots variables) susceptibles «de servir» en situation d'écriture**			↔		
1.1.2 **Développement du réflexe d'objectivation face à certains mots dont l'orthographe n'est pas acquise, mais que l'écolier utilise en situation d'écriture**	↔	↔	↔		
1.1.3 **Acquisition d'automatismes pour quelques noms propres**	↔	↔	↔		
1.2 **Orthographe grammaticale**					

FRANÇAIS

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
1.2.1 Acquisition des variations de genre et de nombre des adjectifs appris en orthographe d'usage et pouvant former des couples: a) qui, pour le genre présentent des formes semblables à: ami/amie, fermier/fermière, cruel/cruelle, complet/complète, paysan/paysanne, idiot/idiote, ancien/ancienne		T	T		
b) qui pour le nombre, présentent des formes semblables à: cheval/chevaux, travail/travaux, grand/grands, beau/beaux		T	T		
1.2.2 Acquisition du système d'accord du genre et du nombre des noms et des adjectifs dans les structures:					
1.2.2.1 - dét. + nom (ou nom propre ou pronom) + verbe + dét. + adj. + nom			T		
1.2.2.2 - dét + nom (ou nom propre ou pronom) + verbe + dét. + nom + adj.			T		
1.2.2.3 - dét. + adj. + nom + verbe			T		
1.2.2.4 - dét. + nom + prép. + dét. + nom + être + adj. (ou part. passé)			T		
1.2.2.5 - dét. + nom (ou nom propre ou pronom) + être + adj. (ou part. passé)			T		
1.2.2.6 - dét. + nom (ou nom propre ou pronom) + conj. + dét. + nom (nom propre ou pronom) + être + adj. (ou part. passé)			T		
1.2.2.7 Avant ou après le verbe:					
1.2.2.7.1 - dét + adj. + adj. + nom			T		
1.2.2.7.2 - dét. + adj. + nom + adj.			T		
1.2.2.7.3 - dét. + nom + adj. + conj. + adj.			T		
Note: En 4e, 5e et 6e année, traiter le part. passé employé seul ou avec être comme un adjectif qual. et ne pas faire de distinction.					
1.2.3 Acquisition du système de la conjugaison des verbes					
1.2.3.1 Les finales **e**, **s**, **x** et **ai** des verbes à l'ind. présent commandées par le sujet je Note: pour amener l'écolier à maîtriser cet élément, il est inutile d'utiliser la classification par groupe de verbes.			T		
1.2.3.2 Les finales **s** et **x** des verbes aux temps simples commandées par le sujet tu	T				
1.2.3.3 Les finales **ons** et **ez** des verbes aux temps simples commandées par nous et vous et les exceptions courantes: vous dites, vous faites, vous êtes... incluant le passé simple (5e).			T		
1.2.3.4 La terminaison **ont** de tous les verbes au futur simple et des verbes avoir, être, faire et aller à l'indicatif présent		T			
1.2.3.5 L'accord des verbes aux temps simples à la 3e personne du pluriel Note: seuls les modes et les temps utilisés par l'écolier sont retenus			T		

FRANÇAIS

P: Objectif présenté /n° thème
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		Classe			P	R
		4	5	6		
	1.2.3.6 La finale muette de l'indicatif présent des verbes du 2ᵉ et 3ᵉ groupe à la 3ᵉ personne du singulier Note: Les autres cas de finales des verbes aux temps simples commandés par le sujet à la 3ᵉ pers. du singulier relèvent d'un enseignement occasionnel, parce que la finale est fournie à l'oral ou parce qu'elle ne cause pas de problème. Ex.: Il mangera - Il mange	←→	←→	T ←→		
	1.2.3.7 La finale des verbes à l'imparfait et au conditionnel présent aux trois personnes du singulier	←→	T ←→			
	1.2.3.8 L'accord du verbe aux temps simples séparé de son sujet par un écran (4ᵉ) ou dans les inversions simples (5ᵉ et 6ᵉ)	←→	←→	T ←→		
	1.2.3.9 Les terminaisons homophones é et er dans certaines structures	←→	←→	T ←→		
	1.2.3.10 Les formes du passé simple	←→	←→	T ←→		
	1.2.3.11 La terminaison des verbes ayant pour sujet «qui» dont l'antécédent est un nom, deux noms coordonnés ou un pronom de la 3ᵉ personne		←→	T ←→		
	1.2.3.12 La terminaison des verbes ayant comme sujet «on» ou un nom collectif sans complément		←→	T ←→		
	1.2.3.13 Acquisition du système d'accord en nombre des adjectifs ou pronoms indéfinis: certains - quelques-uns - quelques			←→		
EC	2.0 Code syntaxique					
	2.1 Utilisation des signes marquant la fin d'une phrase:					
	2.1.1 déclarative et impérative	←→	T ←→			
	2.1.2 interrogative	←→	←→	T ←→		
	2.1.3 exclamative	←→	←→	T ←→		
	2.2 Utilisation de la virgule marquant:					
	2.2.1 l'énumération	←→	T ←→			
	2.2.2 le groupe nominal mis à sa disposition		←→	T ←→		
	2.2.3 l'adverbe ou le groupe complément circonstanciel en début de phrase		←→	T ←→		
	2.3 Utilisation des deux-points et des guillemets du style direct		←→	T ←→		
	2.4 Manipulation de différentes structures de phrases		←→	T ←→		
EC	3.0 Les homophones: m'a/ma, t'a/ta, sont/son, l'a/la, a/à, mes/mais, ont/on, m'ont/mon	←→	T ←→			
	- ou/où, peu/peut ou peut, ces/ses	←→	←→	T ←→		

FRANÇAIS

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
	- on/on, cet/cette, s'en/sans, d'en/dans, n'y/ni, c'est/s'est, se/ce		↔	T ↔		
	ÉCRITURE (TECHNIQUE) (ET)					
ET	1.0 **Calligraphie**					
	1.1 **Formation des lettres en script liée**	T ↔				
	1.2 **Formation des lettres et vitesse d'écriture**		↔	T ↔		
ET	2.0 **Dictionnaire**					
	2.1 **Repérage d'informations orthographiques dans un dictionnaire**	↔	↔	T ↔		
ET	3.0 **Conjugaison**					
	3.1 **Utilisation des verbes modèles en conj.**	↔	↔	T ↔		
ET	4.0 **Grammaire**					
	4.1 **Repérage d'informations orthographiques dans une grammaire**			T ↔		

MATHÉMATIQUE

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Classe			P	R
4	5	6		

OBJECTIFS GÉNÉRAUX

OBJECTIFS DE FORMATION GÉNÉRALE

- **Le domaine socio-affectif**

1. Manifester de l'intérêt pour des activités mathémathiques.
2. Manifester un souci d'esthétique et de rigueur dans ses travaux en mathématique.
3. S'habituer à travailler efficacement en équipe.
4. Acquérir une certaine autonomie dans ses travaux en mathématique.
5. Reconnaître la présence de la mathématique dans la réalité quotidienne.

- **Le domaine psychomoteur**

6. Développer ses capacités psychomotrices.

- **Le domaine de la formation intellectuelle**

7. Développer des méthodes et des habitudes de travail efficaces.
8. Développer des habiletés intellectuelles s'exerçant particulièrement sur des concepts mathématiques.

- **Les concepts unificateurs**

9. Utiliser les différents moyens d'expression fournis par le monde des ensembles pour favoriser le développement de sa pensée logique et permettre une intégration plus grande des divers concepts qui font l'objet de son apprentissage.

OBJECTIFS MATHÉMATIQUES

10. Permettre l'exploration et l'apprentissage par l'enfant de concepts, de propriétés, de relations, de régularités, de structures mathématiques dans les domaines du nombre, de la géométrie et de la mesure.
11. Permettre à l'enfant d'utiliser certains éléments (verbaux, graphiques, symboliques) du langage mathématique nécessaires ou utiles à la communication pour qu'il se familiarise progressivement avec eux.
12. Permettre à l'enfant de mettre au point, d'entretenir et, dans certains cas, d'automatiser une certain nombre d'habiletés et de techniques dans les domaines du nombre, de la géométrie et de la mesure.
13. Développer chez l'enfant l'habileté à mathématiser des situations et à leur appliquer des solutions appropriées.

MATHÉMATIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe 4	Classe 5	Classe 6	P	R
4.1 **OBJECTIFS DE FORMATION GÉNÉRALE**					
4.1.1 **DOMAINE SOCIO-AFFECTIF**					
1.0 **ACCEPTER D'EXPLORER DES PISTES DE RECHERCHE NOUVELLES OU INCONNUES.** (Réf. obj. gén. 1)	←	—	→		
1.1 Observer ou utiliser avec intérêt de nouvelles structures, de nouvelles tables ou de nouveaux outils reliés à la mathématique.	←	—	→		
1.2 Prendre conscience que ses connaissances actuelles ne lui permettent pas de résoudre tous les problèmes.	←	—	→		
1.3 Manifester de l'enthousiasme pour les problèmes nouveaux qui lui sont présentés.	←	—	→		
1.4 Trouver de l'intérêt à faire ressortir des ressemblances et des différences entre deux ou plusieurs structures.	←	—	→		
2.0 **APPRÉCIER CERTAINS FACTEURS RELIÉS À L'ACTIVITÉ MATHÉMATIQUE DANS L'ORDRE DE LA RIGUEUR ET DE L'ESTHÉTIQUE.** (Réf. obj. gén. 2)	←	—	→		
2.1 Privilégier un langage mathématique simple et précis dans ses travaux mathématiques (oraux et écrits).	←	—	→		
2.2 Se soucier de trouver une présentation originale pour son travail de mathématique.	←	—	→		
2.3 Apprécier la qualité d'un travail selon des critères d'ordre, de précision et de qualité graphique.	←	—	→		
2.4 Accepter qu'un problème puisse admettre plus d'une solution.	←	—	→		
2.5 Admettre que le degré de rigueur et de précision puisse varier selon les situations.	←	—	→		
3.0 **RECONNAÎTRE LA VALEUR DU TRAVAIL D'ÉQUIPE DANS LA RÉSOLUTION DE PROBLÈMES.** (Réf. obj. gén. 3)	←	—	→		
3.1 Participer volontairement à l'élaboration, à la réalisation et à l'évaluation d'un travail collectif.	←	—	→		
3.2 Accepter de soumettre sa démarche personnelle, ses difficultés et ses découvertes à ses camarades.	←	—	→		
3.3 Participer à une discussion en émettant ou en écoutant des propositions, des commentaires ou des objections selon les règles établies.	←	—	→		
4.0 **MANIFESTER LE SOUCI DE S'AMÉLIORER CONSTAMMENT.** (Réf. obj. gén. 4)	←	—	→		
4.1 Persévérer dans des activités mathématiques malgré les difficultés rencontrées.	←	—	→		
4.2 Développer le souci de s'auto-évaluer régulièrement.	←	—	→		
4.3 S'habituer à respecter les échéances fixées.	←	—	→		
5.0 **REPÉRER ET APPRÉCIER L'UTILISATION DES ÉLÉMENTS MATHÉMATIQUES DANS LES AUTRES DISCIPLINES OU DANS LA RÉALITÉ QUOTIDIENNE.** (Réf. obj. gén.	←	—	→		
4.1.2 **DOMAINE PSYCHOMOTEUR**					
6.0 **ÉTABLIR DES RELATIONS SPATIALES ENTRE DES OBJETS.**	←	—	→		
7.0 **UTILISER UN ESPACE DONNÉ SELON CERTAINES INDICATIONS.**	←	—	→		
8.0 **PERCEVOIR DES RESSEMBLANCES ET DES DIFFÉRENCES ENTRE DES FIGURES.**	←	—	→		
9.0 **RECONNAÎTRE VISUELLEMENT LES SYMBOLES MATHÉMATIQUES ET LES FIGURES GÉOMÉTRIQUES.**	←	—	→		

MATHÉMATIQUE

P: Objectif présenté /n° thème
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		Classe			P	R
		4	5	6		
10.0	**UTILISER ADÉQUATEMENT LES INSTRUMENTS SUIVANTS : COMPAS, RÈGLE, RAPPORTEUR, ÉQUERRE, CALCULATRICE, GRILLES.**	•—•	•—•	•—•		
11.0	**CONSTRUIRE ET TRACER DES FIGURES GÉOMÉTRIQUES AVEC OU SANS INSTRUMENTS.**	•—•	•—•	•—•		
12.0	**ÉCRIRE LISIBLEMENT LES SYMBOLES MATHÉMATIQUES.**	•—•	•—•	•—•		
13.0	**CONSTRUIRE ET TRACER DES DIAGRAMMES ET DES GRAPHIQUES EN RESPECTANT LES RÈGLES DE LEUR CONSTRUCTION.**	•—•	•—•	•—•		
4.1.3	**DOMAINE DE LA FORMATION INTELLECTUELLE**					
14.0	**EXPRIMER DES DONNÉES OU DES RÉSULTATS AVEC UNE CERTAINE RIGUEUR ET UNE CERTAINE PRÉCISION.** (Réf. obj. gén. 7)	•—•	•—•	•—•		
14.1	Coder et décoder des formes d'expression (terminologie, symbolisme, graphiques, représentations iconiques)	•—•	•—•	•—•		
14.2	Utiliser différents modes d'expression.	•—•	•—•	•—•		
14.3	Créer ou choisir le mode d'expression le plus approprié aux données recueillies.	•—•	•—•	•—•		
14.4	Classifier des données (objets, figures géométriques, ensemble de nombres, résultats divers, etc.) d'une façon appropriée.	•—•	•—•	•—•		
15.0	**ÉVALUER UNE DÉMARCHE OU UNE SOLUTION POUR UN PROBLÈME DONNÉ.** (Réf. obj. gén. 7)	•—•	•—•	•—•		
15.1	Situer une erreur dans la solution d'un problème.	•—•	•—•	•—•		
15.2	Déterminer les causes et les conséquences de ses erreurs.	•—•	•—•	•—•		
15.3	Apporter les correctifs appropriés à ses erreurs.	•—•	•—•	•—•		
15.4	Comparer différentes solutions pour un même problème.	•—•	•—•	•—•		
15.5	Choisir une solution acceptable ou préférable dans une situation donnée.	•—•	•—•	•—•		
16.0	**PRENDRE L'HABITUDE D'ESTIMER ET DE VÉRIFIER DES RÉSULTATS.** (Réf. obj. gén. 7)	•—•	•—•	•—•		
17.0	**MÉMORISER LES INFORMATIONS NÉCESSAIRES À LA POURSUITE DE SES APPRENTISSAGES.** (Réf. obj. gén. 8)	•—•	•—•	•—•		
18.0	**ÉMETTRE DES HYPOTHÈSES ET LES VÉRIFIER.** (Réf. obj. gén. 8)	•—•	•—•	•—•		
19.0	**GÉNÉRALISER À PARTIR DE CAS PARTICULIERS.** (Réf. obj. gén. 8)	•—•	•—•	•—•		
4.1.4	**LES CONCEPTS UNIFICATEURS** (Réf. obj. gén. 9)					
20.0	**CONSTRUIRE ET UTILISER DES DIAGRAMMES OU DES GRAPHIQUES POUR REPRÉSENTER UNE RELATION.**	•—•	•—•	•—•		
21.0	**INTERPRÉTER DES DIAGRAMMES OU DES GRAPHIQUES REPRÉSENTANT UNE RELATION.**	•—•	•—•	•—•		
22.0	**UTILISER ADÉQUATEMENT LES TERMES ET LES SYMBOLES ENSEMBLISTES JUGÉS ESSENTIELS À LA COMMUNICATION.**	•—•	•—•	•—•		
22.1	Classifier les éléments d'un ensemble selon une, deux ou trois propriétés en utilisant les diagrammes suivants: arbre, Carroll, Venn-Euler.	•—•	•—•	•—•		
22.2	Appliquer une règle ou une chaîne de règles de transformation; énoncer cette règle ou ces règles.	•—•	•—•	•—•		
22.3	Utiliser des diagrammes pour représenter la réunion et l'intersection d'ensembles ou le complément d'un ensemble.	•—•	•—•	•—•		

MATHÉMATIQUE

P: Objectif présenté /n° thème
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		Classe			P	R
		4	5	6		
22.4	Construire ou compléter le graphique d'une relation à l'intérieur d'un même ensemble ou d'un ensemble vers un autre ensemble.	—	—	—		
22.5	Énoncer la règle ou l'ensemble des règles ayant permis de construire une suite.	—	—	—		
4.2	**OBJECTIFS MATHÉMATIQUES**					
4.2.1	**LES NOMBRES NATURELS**					
1.0	**COMPOSER ET DÉCOMPOSER UN NOMBRE EXPRIMÉ EN BASE DIX.**	—	—	T —		
1.1	Arrondir un nombre à un ordre de grandeur donné.	—	—	—		
1.2	Déterminer d'après leur position la valeur d'un chiffre ou d'un groupe de chiffres dans un nombre.	—	—	—		
1.3	Identifier la valeur de chaque position dans un nombre.	—	—	—		
2.0	**ORDONNER UN ENSEMBLE DE NOMBRES NATURELS.**	—	—	T —		
2.1	Placer un ensemble de nombres en ordre croissant ou en ordre décroissant.	—	—	—		
2.2	Trouver le nombre qui vient immédiatement avant ou immédiatement après un nombre, ou qui se situe entre deux nombres.	—	—	—		
2.3	Identifier le rang d'un élément dans un ensemble de nombres où les éléments sont placés dans un ordre donné.	—	—	—		
2.4	Lire et écrire tout nombre inférieur à 100 000.	—				
2.5	Lire et écrire tout nombre inférieur à 1 000 000.		—	—		
3.0	**APPROFONDIR SA COMPRÉHENSION DU SENS DES QUATRE OPÉRATIONS SUR LES NOMBRES NATURELS.**	—	—	T —		
3.1	Illustrer une multiplication ou une division à l'aide d'un matériel concret.	—				
3.2	Établir la relation qui existe entre l'opération de multiplication et l'opération de division.	—				
3.3	Exprimer un produit de facteurs identiques sous forme de puissance, et vice versa.		—	—		
3.4	Remplacer une suite d'opérateurs additifs ou multiplicatifs par un opérateur équivalent.	—	—	—		
3.5	Rechercher ou observer des «régularités» dans des suites de nombres ou dans des suites d'opérations: * divisibilité par 2, par 5, par 10, par 3, par 9, etc., * disposition de nombres dans des grilles, * multiplication par 11, par 25, etc., * familles d'opérations: 7 + 8, 17 + 8, 27 + 8, * arithmétique modulaire.	—	—	—		
4.0	**EFFECTUER MENTALEMENT OU PAR ÉCRIT DES OPÉRATIONS OU DES SUITES D'OPÉRATIONS SUR DES NOMBRES NATURELS.**	—	—	T —		
4.1	Additionner deux nombres ou plus dont la somme est inférieure à 100 000.	—	—	—		
4.2	Trouver la différence de deux nombres inférieurs à 10 000.	—				
4.3	Trouver la différence de deux nombres inférieurs à 100 000.		—	—		
4.4	Multiplier mentalement un nombre par 10, par 100 ou par 1000, et effectuer les opérations inverses.	—	—	—		
4.5	Multiplier mentalement deux nombres inférieurs à 10.	—	—	—		

MATHÉMATIQUE

P: Objectif présenté /à thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
4.6	Diviser mentalement le produit de deux nombres inférieurs à 10 par l'un ou l'autre de ces deux nombres.	→	→	→		
4.7	Rechercher les diviseurs d'un nombre inférieur à 50.	→				
4.8	Trouver le produit d'un nombre inférieur à 1000 par un nombre inférieur à 10.	→				
4.9	Trouver le produit de deux nombres inférieurs à 100.	→	→	→		
4.10	Trouver le quotient d'un nombre inférieur à 100 par un nombre inférieur à 10.	→				
4.11	Trouver le produit ou le quotient d'un nombre inférieur à 1000 par un nombre inférieur à 100.		→	→		
4.12	Trouver le produit d'un nombre inférieur à 10 000 par un nombre inférieur à 10.		→	→		
4.13	Trouver le quotient d'un nombre inférieur à 10 000 par un nombre inférieur à 100.			→		
4.14	Développer de la rapidité et de la précision dans le calcul mental et le calcul écrit.	→	→	→		
4.15	Estimer le résultat d'une opération.	→	→	→		
4.16	Vérifier le résultat d'une opération.	→	→	→		
4.17	Décomposer un nombre inférieur à 50 en un produit de facteurs premiers.		→			
4.18	Trouver le plus grand commun diviseur de deux nombres, chacun de ces nombres étant égal ou inférieur à 100.		→	→		
4.19	Trouver le plus petit commun multiple de deux nombres, ce multiple étant inférieur à 100.			→		
4.20	Utiliser au besoin, la commutativité et l'associativité pour effectuer des additions et des multiplications.	→	→	→		
4.21	Utiliser, au besoin, la distributivité de la multiplication sur l'addition et sur la soustraction.	→	→	→		
4.22	Rechercher les diviseurs d'un nombre inférieur à 100.		→	→		
4.23	Décomposer un nombre inférieur à 100 en un produit de facteurs premiers.			→		
5.0	**RÉSOUDRE MENTALEMENT OU PAR ÉCRIT DES PROBLÈMES TIRÉS DE SA VIE RÉELLE.**	→	→	T →		
5.1	Élaborer et appliquer une démarche permettant de résoudre des problèmes comportant une ou plusieurs étapes.	→	→	→		
5.2	Transposer l'énoncé d'un problème en une opération ou en une suite d'opérations, et vice versa.	→	→	→		
6.0	**UTILISER CORRECTEMENT LES TERMES ET LES SYMBOLES MATHÉMATIQUES JUGÉS ESSENTIELS À LA COMMUNICATION.**	→	→	→		
4.2.2	**LES ENTIERS RELATIFS**					
7.0	**S'INITIER À L'UTILISATION DES NOMBRES ENTIERS RELATIFS.**		→	T →		
7.1	Exprimer des situations concrètes à l'aide d'entiers relatifs.		→	→		
7.2	Utiliser les nombres entiers relatifs pour représenter des situations concrètes dans lesquelles l'addition et la soustraction peuvent être utilisées.			→		
7.3	Comparer des nombres entiers relatifs à l'aide d'un support concret.			→		

MATHÉMATIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
4.2.3	**LES FRACTIONS**					
8.0	**DÉGAGER LE SENS DE LA FRACTION À PARTIR DE DIFFÉRENTES EXPÉRIENCES.**	↔	↔	T ↔		
8.1	Associer une fraction à une partie d'un objet ou à une partie d'un ensemble d'objets.		↔	↔		
8.2	Distinguer dans la fraction le rôle du dénominateur de celui du numérateur.	↔	↔	↔		
8.3	Construire un ensemble de fractions équivalentes.		↔	↔		
8.4	Simplifier une fraction.		↔	↔		
8.5	Lire et écrire une fraction.	↔	↔			
9.0	**ORDONNER DES FRACTIONS COMPTE TENU DE CERTAINES RESTRICTIONS.**	↔	↔	T ↔		
9.1	Ordonner des fractions ayant un même dénominateur.	↔	↔			
9.2	Ordonner des fractions, le dénominateur de l'une des fractions étant un multiple de l'autre (ou des autres).		↔	↔		
9.3	Comparer des fractions, à dénominateurs différents mais avec 1 au numérateur.			↔		
9.4	Vérifier l'équivalence de deux fractions, le dénominateur de l'une des fractions étant un multiple du dénominateur de l'autre.		↔	↔		
10.0	**RECONNAÎTRE DANS L'ÉCRITURE DES NOMBRES À VIRGULE LES PRINCIPES DE LA NUMÉRATION DE POSITION.**		↔	T ↔		
10.1	Lire et écrire un nombre à virgule jusqu'à l'ordre des centièmes.		↔	↔		
10.2	Déterminer la valeur d'un chiffre dans un nombre à virgule.		↔	↔		
10.3	Arrondir un nombre à virgule à l'unité près ou au dixième près.			↔		
10.4	Ajouter ou enlever une ou plusieurs unités, dixièmes ou centièmes à un nombre à virgule.		↔	↔		
10.5	Ordonner des nombres à virgule ayant un même nombre de chiffres après la virgule.		↔			
10.6	Ordonner des nombres à virgule jusqu'à l'ordre des centièmes.			↔		
10.7	Multiplier un nombre à virgule par 10, 100, 1000 et effectuer l'opération inverse.			↔		
11.0	**TROUVER DIFFÉRENTES ÉCRITURES POUR UN MÊME NOMBRE COMPTE TENU DE CERTAINES RESTRICTIONS.**		↔	T ↔		
11.1	Exprimer une fraction (dixièmes ou centièmes) en nombre à virgule, ou en pourcentage, et vice versa.		↔	↔		
11.2	Exprimer en nombres à virgule ou en pourcentage les fractions: demis, quarts, cinquièmes, dixièmes et centièmes, et vice versa.			↔		
11.3	Trouver des expressions différentes pour une même fraction; exemple: 7/3 = 2 1/3).			↔		
11.4	Reconnaître l'équivalence de différentes notations pour un même nombre à virgule (exemple: 2,1 = 2,10).			↔		

MATHÉMATIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
12.0 EFFECTUER DES OPÉRATIONS SUR LES NOMBRES À VIRGULE COMPTE TENU DES RESTRICTIONS IMPOSÉES PAR LES OBJECTIFS INTERMÉDIAIRES.		↔	T ↔		
12.1 Effectuer des additions et des soustractions de nombres à virgule ayant un même nombre de chiffres après la virgule et ne dépassant pas la position des centièmes.		↔	↔		
12.2 Effectuer des additions et des soustractions de nombres à virgule ne dépassant pas la position des centièmes.			↔		
12.3 Multiplier un nombre à virgule par un nombre entier positif.			↔		
12.4 Multiplier deux nombres à virgule dont le produit ne dépasse pas la position des centièmes.			↔		
12.5 Diviser un nombre à virgule par un nombre entier positif inférieur à 10.			↔		
12.6 Exprimer le reste d'une division sous la forme de nombre à virgule sans dépasser la position des centièmes.			↔		
12.7 Estimer l'ordre de grandeur du résultat des opérations sur les nombres à virgule compte tenu des restrictions imposées par les objectifs précédents.		↔	↔		
12.8 Transposer l'énoncé d'un problème comportant des nombres à virgule en une opération ou en une suite d'opérations, et vice versa.		↔	↔		
13.0 EFFECTUER, À L'AIDE D'UN MATÉRIEL CONCRET DES ADDITIONS, DES SOUSTRACTIONS ET DES MULTIPLICATIONS SUR DES FRACTIONS COMPTE TENU DE CERTAINES RESTRICTIONS.	↔	↔	T ↔		
13.1 Effectuer, à l'aide d'un matériel concret, des multiplications d'un nombre entier positif par une fraction dont le numérateur est 1 (exemple: 3 fois 1/4 ou 1/4 fois 3).	↔	↔			
13.2 Effectuer, à l'aide d'un matériel concret, des multiplications d'un nombre entier positif par une fraction (exemple: 8 fois 3/4 ou 3/4 fois 8).	↔	↔	↔		
13.3 Effectuer, à l'aide d'un matériel concret, des additions et des soustractions de fractions ayant un même dénominateur.		↔	↔		
13.4 Effectuer, à l'aide d'un matériel concret, des additions et des soustractions de fractions le dénominateur de l'une de ces fractions étant un multiple de l'autre (des autres).		↔	↔		
13.5 Soustraire, à l'aide d'un matériel concret, une fraction d'un nombre entier positif.			↔		
13.6 Effectuer, à l'aide de matériel concret, des multiplications de fractions dont le numérateur est un.			↔		
13.7 Résoudre des problèmes simples comportant des fractions.		↔	↔		
14.0 UTILISER CORRECTEMENT LES TERMES MATHÉMATIQUES JUGÉS ESSENTIELS À LA COMMUNICATION.	↔	↔	T ↔		
4.2.4 LA GÉOMÉTRIE					
15.0 ÉLABORER ET APPLIQUER DES DÉMARCHES PERMETTANT DE RÉSOUDRE DES PROBLÈMES RELIÉS AUX RELATIONS SPATIALES.	↔	↔	T ↔		
15.1 Réaliser des activités reliées aux parcours de réseaux.	↔	↔			
15.2 Trouver un ou plusieurs arrangements de figures planes permettant de construire un solide.	↔	↔	↔		
15.3 Construire des dallages et des frises à l'aide de figures géométriques.		↔	↔		
15.4 Rechercher dans l'environnement des exemples de frises et de dallages.		↔	↔		
15.5 Transposer une figure d'une grille à une grille différente en utilisant un système de coordonnées.		↔	↔		

MATHÉMATIQUE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
15.6 Comparer différentes solutions obtenues pour un même problème.	↔	↔	↔		
15.7 Comparer la longueur de deux trajets permettant de rejoindre deux points tracés sur du papier quadrillé.			↔		
16.0 RECHERCHER LES CARACTÉRISTIQUES DE DIFFÉRENTS SOLIDES.	↔	↔	T ↔		
16.1 Nommer, identifier et décrire des solides.	↔	↔	↔		
16.2 Construire des solides au moyen d'autres solides.	↔	↔			
16.3 Construire des solides au moyen de figures planes identiques ou non.		↔	↔		
16.4 Construire des solides dont les propriétés sont connues.		↔	↔		
16.5 Rechercher les relations entre les dimensions d'un prisme rectangulaire droit et son volume.			↔		
16.6 Classifier des solides d'après certaines propriétés.	↔	↔	↔		
17.0 DÉCRIRE ET CLASSIFIER DES POLYGONES SELON CERTAINES DE LEURS PROPRIÉTÉS.	↔	↔	T ↔		
17.1 Identifier et représenter des angles droits.	↔				
17.2 Nommer et représenter des angles aigus, des angles obtus.		↔	↔		
17.3 Identifier des congruences entre des côtés ou des angles dans des polygones.	↔	↔			
17.4 Classifier des figures à deux dimensions selon qu'elles sont des polygones ou non, qu'elles sont convexes ou non ou qu'elles ont tel ou tel nombre de côtés.	↔				
17.5 Classifier des quadrilatères selon les propriétés de leurs angles et de leurs côtés.		↔	↔		
17.6 Classifier des triangles selon les propriétés de leurs angles et de leurs côtés.		↔	↔		
17.7 Identifier et représenter des droites parallèles et des droites perpendiculaires.	↔				
17.8 Nommer, identifier et décrire: polygones, quadrilatères, triangles.	↔				
17.9 Nommer, identifier et décrire les figures suivantes: carré, rectangle, losange, trapèze, parallélogramme, triangle rectangle, triangle isocèle et triangle équilatéral.		↔	↔		
17.10 Rechercher la relation existant entre les dimensions d'un polygone et la mesure de son périmètre.	↔	↔			
17.11 Rechercher la relation existant entre les dimensions d'un carré ou d'un rectangle et leurs mesures de surface.	↔	↔			
17.12 Tracer des quadrilatères et des triangles dont certaines caractéristiques sont connues.		↔	↔		
17.13 Rechercher la relation existant entre le diamètre d'un cercle et sa circonférence.			↔		
18.0 EFFECTUER LES TRANSFORMATIONS GÉOMÉTRIQUES QUI GARDENT INCHANGÉES LES DIMENSIONS DES FIGURES ET DÉCRIRE CES TRANSFORMATIONS.	↔	↔	T ↔		
18.1 Identifier et construire des axes de symétrie dans une figure ou entre deux figures.	↔	↔			
18.2 Tracer l'image d'une figure obtenue par symétrie.	↔	↔			
18.3 Tracer l'image d'une figure obtenue par translation.	↔	↔			
18.4 Tracer l'image d'une figure obtenue par rotation et exprimée en fraction de tour.		↔	↔		

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
18.5 Décrire la transformation géométrique qui a amené le déplacement d'une figure.	↔	↔			
18.6 Décrire les transformations géométriques qui ont amené le déplacement d'une figure.		↔	↔		
18.7 Trouver, dans l'environnement, des exemples d'applications de symétries, de translations et de rotations.	↔	↔	↔		
18.8 Utiliser le plan cartésien pour décrire la position d'une image obtenue après une transformation géométrique d'une figure.		↔	↔		
19.0 UTILISER CORRECTEMENT LES TERMES GÉOMÉTRIQUES JUGÉS ESSENTIELS À LA COMMUNICATION.	↔	↔	T ↔		
4.2.5 LES MESURES					
20.0 ESTIMER ET MESURER LES DIMENSIONS DES OBJETS.	↔	↔	T ↔		
20.1 Estimer et mesurer des objets en millimètres.	↔	↔			
20.2 Estimer et mesurer des objets en mètres et en fractions de mètre (ex. 1,75 m).			↔		
20.3 Estimer et mesurer des objets en centimètres et en fraction de centimètre (ex. 4,6 cm).			↔		
20.4 Choisir l'unité la plus appropriée (mètre, centimètre, millimètre) pour exprimer la longueur d'un objet (ou sa largeur, sa hauteur).	↔	↔	↔		
20.5 Utiliser adéquatement un instrument gradué pour trouver la longueur d'un objet (ou sa hauteur, sa largeur, son épaisseur).	↔	↔	↔		
21.0 ÉTABLIR LES RELATIONS EXISTANT ENTRE LES UNITÉS DE LONGUEUR SI.	↔	↔	T ↔		
21.1 Établir les relations existant entre mètre, centimètre et décimètre.	↔				
21.2 Établir la relation entre millimètre et centimètre.	↔	↔			
21.3 Établir la relation entre mètre et kilomètre.		↔	↔		
22.0 ESTIMER ET MESURER DES SURFACES.	↔	↔	T ↔		
22.1 Estimer et mesurer la surface de figures planes à l'aide de différentes grilles ou de carrés-unités.	↔	↔	↔		
22.2 Estimer et mesurer la surface d'un objet en décimètres carrés et mesurer cette surface par recouvrement.	↔				
22.3 Comparer différentes surfaces à une surface dont l'aire est de 1 cm^2 ou 1 dm^2.	↔				
22.4 Identifier parmi plusieurs objets celui ou ceux qui ont des faces d'à peu près 1 cm^2 ou 1 dm^2.	↔				
22.5 Construire une surface de 1 m^2.		↔			
22.6 Identifier parmi plusieurs objets celui ou ceux qui ont des faces dont l'aire est d'à peu près 1 m^2.		↔			
22.7 Comparer des surfaces à une surface dont l'aire est de 1 m^2.		↔			
22.8 Estimer et trouver l'aire de différentes surfaces en centimètres carrés, en décimètres carrés ou en mètres carrés.			↔		
22.9 Choisir l'unité de mesure la plus appropriée pour exprimer l'aire d'une surface (mètre carré, centimètre carré, décimètre carré).			↔		

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P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
23.1	Comparer le volume d'un objet à un solide dont le volume est de 1 dm^3, de 1 cm^3 ou de 1m^3.	↔	↔			
23.2	Identifier parmi plusieurs objets celui ou ceux dont le volume est d'à peu près 1 cm^3, 1 dm^3 ou 1 m^3.	↔	↔			
23.3	Estimer et trouver le volume d'un objet en utilisant des cubes-unités de 1 cm^3 ou de 1 dm^3.		↔	↔		
23.4	Construire des solides dont le volume est de 1 dm^3 ou 1 m^3.		↔			
23.5	Choisir l'unité de mesure la plus appropriée (centimètre cube, décimètre cube, mètre cube) pour exprimer le volume d'un objet.			↔		
24.0	**ESTIMER ET MESURER DES ANGLES EN UNITÉS APPROPRIÉES.**			↔		
24.1	Comparer la grandeur de deux angles.			↔		
24.2	Estimer et mesurer la grandeur d'un angle en quarts de tour.			↔		
24.3	Utiliser le rapporteur pour mesurer la grandeur d'un angle en degrés.			↔		
24.4	Établir la correspondance entre degrés et quarts de tour.			↔		
25.0	**UTILISER CORRECTEMENT LES SYMBOLES SI.**	↔	↔	T ↔		
25.1	Utiliser correctement les symboles «m^2», «cm^2» et «dm^2».	↔	↔	↔		
25.2	Utiliser correctement les symboles «cm^3», «dm^3» et «m^3».	↔	↔	↔		
25.3	Noter correctement les résultats d'une mesure en utilisant les symboles «mm», «cm», «m» et «km»	↔	↔	↔		
26.0	**RÉSOUDRE DES PROBLÈMES RELATIFS AUX UNITÉS DE LONGUEUR, D'AIRE ET DE VOLUME.**	↔	↔	T ↔		
26.1	Calculer le périmètre d'un polygone (régulier ou irrégulier).	↔	↔	↔		
26.2	Calculer l'aire d'un polygone.	↔	↔			
26.3	Calculer l'aire et le périmètre d'un carré et d'un rectangle, connaissant la longueur de leurs côtés.			↔		
26.4	Calculer le volume d'un solide simple.		↔	↔		
26.5	Calculer approximativement la circonférence d'un cercle.			↔		
26.6	Élaborer et appliquer une démarche permettant de résoudre des problèmes relatifs à ces mesures.	↔	↔	↔		
27.0	**RÉSOUDRE DES CAS SIMPLES DE PROBABILITÉ ET DE STATISTIQUES.**	↔	↔	T ↔		
27.1	Résoudre des problèmes nécessitant la lecture de tableaux et de graphiques.	↔	↔	↔		
27.2	Estimer et calculer la moyenne arithmétique d'un ensemble de données.		↔	↔		
27.3	Reconnaître ou retrouver des applications de la moyenne dans des activités quotidiennes.		↔			
27.4	Estimer et vérifier expérimentalement certains cas de probabilité connus (intuitivement); exemple: dés, sac de billes, pièces de monnaie, choix de l'élève au hasard, face ou pile, etc.			↔		

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe 4	Classe 5	Classe 6	P	R
1.0 Objectif général					
Développer de façon harmonieuse les ressources de sa personnalité.					
1.1 S'éveiller progressivement à son environnement en accroissant la confiance en lui-même.					
1.1.1 Contribuer à créer un climat de détente favorable aux échanges au cours des activités scientifiques.					
1.1.2 Manifester ses goûts et ses intérêts afin d'orienter les interventions de son maître.					
1.1.3 Être lui-même, être spontané au cours de ses observations et des expériences scientifiques.					
1.1.4 Prendre des initiatives au cours des activités scientifiques.					
1.1.5 Prendre conscience des conséquences de ses actes et gestes au cours de l'exploration de son environnement.					
1.2 Développer son imagination créatrice pour s'éveiller aux réalités du milieu naturel et pour résoudre des problèmes qui l'intéressent.					
1.2.1 Développer sa curiosité et son attention face aux phénomènes de la vie courante.					
1.2.2 Être capable de s'émerveiller devant les êtres vivants, les objets inanimés ou les phénomènes naturels.					
1.2.3 Acquérir l'habitude de se poser des questions sur ce qu'il perçoit dans son environnement.					
2.0 Objectif général					
Faire l'apprentissage de la vie de groupe et du travail d'équipe dans un cadre démocratique.					
2.1 Découvrir progressivement les exigences de la vie de groupe.					
2.1.1 Développer des attitudes de respect et de tolérance envers autrui; de coopération et de service; d'honnêteté dans ses gestes et paroles.					
2.1.2 Acquérir des habitudes d'ordre, de propreté et de ponctualité.					
2.2 S'initier au travail d'équipe.					
2.2.1 S'initier à planifier la réalisation d'activités.					
2.2.2 S'initier à évaluer la méthode de travail de l'équipe et la contribution des membres.					
2.2.3 S'initier au rôle d'animateur d'une équipe.					
2.2.4 S'initier à rapporter des idées, des résultats, des conclusions.					
2.2.5 S'acquitter de ses responsabilités d'équipier dans la réalisation d'un travail de groupe.					
2.3 Utiliser de mieux en mieux des outils nécessaires à la communication précise et efficace de ses observations, de ses anticipations et des résultats de ses recherches.					
2.3.1 Acquérir le souci de l'exactitude dans la communication parlée et écrite.					
2.3.2 S'initier à l'utilisation d'outils de communication tels les histogrammes et graphiques, les modèles et maquettes, les dessins, schémas, tableaux, etc. et les appareils audio-visuels.					

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
3.0 Objectif général Apprécier la richesse et la beauté de la nature.					
3.1 Satisfaire sa curiosité à l'égard de la nature.	—	—	—		
3.1.1 Développer le goût et l'habitude de la recherche personnelle en exploitant la documentation en bibliothèque.	—	—	—		
3.1.2 S'adonner à des passe-temps ou à des activités récréatives à dominante scientifique.	—	—	—		
3.1.3 Manipuler des êtres vivants et des objets inanimés en vue de mieux les apprécier.	—	—	—		
3.1.4 Accorder des soins appropriés à des êtres vivants de son milieu.	—	—	—		
3.1.5 Prendre des notes, faire des croquis de plantes et d'animaux en vue de mieux les connaître.	—	—	—		
3.2 Apprécier la contribution d'êtres vivants et d'objets inanimés à son bien-être physique et psychique.	—	—	—		
3.2.1 Apprécier la beauté de la nature et s'exprimer en conséquence.	—	—	—		
3.2.2 Se sentir à l'aise en divers milieux naturels.	—	—	—		
3.2.3 Calmer ses frayeurs vis-à-vis certains végétaux et animaux.	—	—	—		
4.0 Objectif général Développer des attitudes qui l'aideront à se familiariser avec la démarche expérimentale et à construire des connaissances.					
4.1 Acquérir l'habitude de la rigueur scientifique en cultivant le souci de la communication objective et constructive.	—	—	—		
4.1.1 Être réceptif aux idées des autres.	—	—	—		
4.1.2 Poser des questions pour s'assurer qu'il comprend bien la communication des autres.	—	—	—		
4.1.3 Discuter calmement.	—	—	—		
4.1.4 Diversifier ses modes de communication.	—	—	—		
4.1.5 Développer le goût de se documenter et d'écrire sur des sujets scientifiques.	—	—	—		
4.1.6 Se montrer prudent dans ses affirmations.	—	—	—		
4.2 Développer une ouverture d'esprit face aux solutions apportées par les autres.	—	—	—		
4.2.1 Écouter et évaluer objectivement des propositions, des commentaires, des objections, des idées venant des autres.	—	—	—		
4.2.2 Accepter des points de vue qui contredisent ses explications et changer d'opinion, s'il y a lieu.	—	—	—		
4.3 Renforcer des attitudes et des intérêts qui peuvent se manifester au cours d'activités scientifiques.	—	—	—		
4.3.1 Relever des défis que pose la résolution de problèmes.	—	—	—		
4.3.2 Développer son esprit inventif pour résoudre des problèmes.	—	—	—		
4.3.3 Renforcer sa persévérance face à un problème difficile à résoudre.	—	—	—		

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
4.3.4	Résoudre des problèmes de manière originale.					
4.3.5	Manipuler avec prudence des êtres vivants, des objets inanimés et des produits inconnus.					
4.3.6	Manifester le souci d'améliorer sa méthode de travail.					
4.4	Développer le souci d'évaluer ses réalisations en vue de les améliorer et de travailler ultérieurement de façon plus méthodique.					
4.4.1	Élaborer ses propres critères d'évaluation de son travail.					
4.4.2	Faire l'auto-évaluation de son travail.					
4.4.3	Solliciter l'évaluation de ses collègues et de son maître.					
5.0	**Objectif général** Développer des habiletés et devenir de plus en plus habile dans l'utilisation de la démarche expérimentale.					
5.1	Perfectionner des habiletés simples.			T		
5.1.1	Obtenir le plus d'informations possible sur un être vivant, un objet inanimé ou un phénomène au moyen de ses sens.					
5.1.2	Classifier, ordonner, comparer des êtres vivants, des objets inanimés ou des phénomènes suivant une ou plusieurs propriétés communes.					
5.1.4	Mesurer à l'aide d'unités standard.					
5.1.5	Formuler des explications raisonnables à partir de ses observations (faire des inférences).					
5.1.6	Émettre une ou des prédictions à partir d'une série de données.					
5.1.7	Communiquer ses observations, le résultat de ses recherches d'une façon précise, concise et efficace.					
5.1.8	Situer dans l'espace et le temps un être vivant ou un objet inanimé de son environnement.					
5.2	Identifier les principaux points de repère de la démarche expérimentale qu'il a appliquée pour résoudre un problème simple.			T		
5.2.1	Poser un problème d'une façon claire, précise et concise.					
5.2.2	Donner une explication satisfaisante à un problème à résoudre (anticipation).					
5.2.3	Consulter les sources d'information pertinentes.					
5.2.4	Tenir compte du plus grand nombre de données pertinentes.					
5.2.5	Enregistrer ses données.					
5.2.6	Planifier adéquatement ses expériences.					
5.2.7	Relier des résultats de ses observations et de ses expériences à une explication qu'il a trouvée pour la confirmer ou l'infirmer.					
5.2.8	En présence d'une explication infirmée par l'observation ou l'expérimentation, formuler une nouvelle explication.					

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe 4	Classe 5	Classe 6	P	R
5.2.9 En présence d'une explication confirmée, tirer les conclusions qui s'imposent.	↔	↔	↔		
5.2.10 Savoir communiquer ses résultats.	↔	↔	↔		
6.0 Objectif général Se familiariser avec l'utilisation de certains outils qui vont l'aider à s'éveiller aux réalités qui l'entourent.					
6.1 Développer des aptitudes utiles dans le domaine des sciences.	↔	↔	↔		
6.1.1 Développer sa dextérité manuelle.	↔	↔	↔		
6.1.2 Acquérir l'aptitude à travailler avec méthode.	↔	↔	↔		
6.2 Utiliser des instruments simples de mesure ou d'observation qui lui permettront d'obtenir des renseignements sur son environnement que ses sens ne peuvent lui fournir.	↔	↔	T ↔		
6.2.1 Utiliser des instruments de mesure simples.	↔	↔	↔		
6.2.2 Utiliser des instruments météorologiques simples.	↔	↔	↔		
6.2.3 Utiliser des instruments d'observation simples.	↔	↔	↔		
6.3 Utiliser divers moyens pour traiter des données.	↔	↔	T ↔		
6.3.2 Construire et interpréter divers plans et maquettes.	↔	↔	↔		
6.3.3 Établir des analogies pour expliquer des idées ou des concepts.	↔	↔	↔		
6.4 S'initier à des techniques qui lui permettront de se familiariser avec des êtres vivants et des objets inanimés de son milieu.			T		
6.4.1 Monter un vivarium aquatique qui corresponde le mieux possible à l'environnement des êtres vivants qui l'habitent.	↔	↔	↔		
6.4.2 Monter un vivarium terrestre qui corresponde le mieux possible à l'environnement des êtres vivants qui l'habitent.	↔	↔	↔		
6.4.3 Monter un incubateur; y faire éclore des oeufs.					
6.4.4 S'initier à l'utilisation de clefs artificielles pour l'identification de végétaux, d'animaux et de minéraux.	↔	↔	↔		
6.4.5 S'initier à l'observation, à l'identification et au moulage de pistes d'animaux.	↔	↔	↔		
6.4.6 S'initier à l'observation de signes de vie végétale et animale.	↔	↔	↔		
6.4.7 Observer au microscope des cellules végétales et animales qu'il a préparées.	↔	↔	↔		
7.0 Objectif général Se familiariser avec le monde végétal et les relations de ce dernier avec les autres êtres vivants et le milieu physique; développer des attitudes et adopter des comportements qui en feront un individu responsable envers cette ressource.					
7.3 Représenter le cycle vital d'une plante à fleurs.	↔	↔	T ↔		

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
7.3.2 Décrire le développement d'un arbre (feuillu) sur une période d'une année.					
7.3.4 Décrire le phénomène de reproduction d'une plante à fleurs.					
7.4 Illustrer la structure d'une plante à fleurs.			T		
7.4.2 Reconnaître les organes de reproduction d'une plante à fleurs.					
7.4.3 Distinguer différents types d'inflorescence.					
7.4.5 Associer les feuillus aux plantes à fleurs.					
7.4.6 Reconnaître des modes de disposition de feuilles.					
7.4.7 Classifier des feuilles d'arbres selon des propriétés communes.					
7.4.9 Reconnaître les principales parties d'une cellule végétale.					
7.5 Décrire avec ses mots différentes sortes de végétaux dans son environnement.			T		
7.5.1 Reconnaître dans son environnement différentes espèces végétales à différents saisons.					
7.5.2 Distinguer les plantes vivaces des plantes annuelles.					
7.5.4 Classifier des végétaux de son environnement selon des caractéristiques communes.					
7.5.6 Reconnaître divers modes de multiplication chez les végétaux.					
7.6 Décrire avec ses mots des types de relation existant entre le milieu physique et les végétaux.			T		
7.6.2 Découvrir et délimiter expérimentalement des conditions ambiantes du milieu influençant le développement d'une population végétale.					
7.6.3 Découvrir des influences des végétaux sur un milieu physique donné.					
7.7 Décrire avec ses mots des types de relation existant entre des végétaux.			T		
7.7.1 Identifier des types de relation existant entre des végétaux d'une même espèce.					
7.7.2 Identifier des types de relation existant entre des végétaux d'espèces différentes.					
7.8 Décrire avec ses mots des types de relation existant entre les végétaux et l'homme; identifier des conséquences de ces types de relation sur l'environnement.			T		
7.8.1 Identifier des usages que l'homme fait des végétaux.					
7.8.2 Identifier des actions posées par l'homme pour conserver et améliorer la flore.					
7.9 Identifier des conséquences sur l'environnement d'actions qu'il pose pour conserver et améliorer la flore.			T		
7.9.1 Poser des actions visant la conservation de la flore.					
7.9.2 Concevoir et réaliser dans son environnement des projets de conservation de la flore.					

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe 4	Classe 5	Classe 6	P	R
8.0 Objectif général Se familiariser avec le monde animal et les relations de ce dernier avec le autres êtres vivants et le milieu physique; développer des attitudes et adopter des comportements qui en feront un individu responsable envers cette ressource.					
8.2 Comparer les stades de développement d'animaux de son environnement avec les stades de développement de l'homme.			T		
8.2.1 Raconter dans ses mots l'histoire du développement d'un petit mammifère.					
8.2.2 Raconter dans ses mots l'histoire du développement d'un oiseau.					
8.2.3 Raconter dans ses mots l'histoire du développement d'un poisson.					
8.2.4 Raconter dans ses mots l'histoire du développement d'un insecte.					
8.3 Décrire des animaux de son environnement par des caractéristiques externes.			T		
8.3.1 Identifier des parties externes d'un petit mammifère dont il dessine le profil.					
8.3.2 Identifier des parties externes d'un oiseau dont il en dessine le profil.					
8.3.3 Identifier des parties externes d'un poisson dont il en dessine le profil.					
8.3.4 Identifier les parties externes d'un insecte dont il en dessine le profil.					
8.4 Montrer qu'il connaît son propre corps.			T		
8.4.1 Identifier les principales parties de son corps.					
8.4.5 Prendre son pouls.					
8.4.6 Mesurer la température de son corps.					
8.4.7 Calibrer un appareil simple de capacité pulmonaire et s'en servir pour mesurer le volume d'air de ses poumons.					
8.4.8 Identifier expérimentalement certaines limites de perceptions sensorielles relatives à la vue, l'ouïe, l'odorat, le toucher.					
8.4.9 Reconnaître les principales parties d'une cellule animale.					
8.5 Décrire avec ses mots différents sortes d'animaux dans son environnement.			T		
8.5.1 Faire l'inventaire des animaux partageant son environnement.					
8.5.2 Classifier des animaux découverts dans son environnement selon des caractéristiques communes.					
8.6 Décrire dans ses mots des types de relation existant entre le milieu physique et les animaux (incl. l'homme).			T		
8.6.1 Découvrir des formes d'adaptation d'organismes tels un petit mammifère, un oiseau, un poisson et un insecte à leur environnement.					

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
8.6.3 Découvrir des conditions ambiantes du milieu nécessaires au développement d'une population animale (incl. population humaine).	↔	↔	↔		
8.6.4 Reconnaître des influences des animaux sur un milieu physique donné.	↔	↔	↔		
8.6.5 Décrire en ses mots comment le milieu physique influence l'homme.	↔	↔	↔		
8.7 Décrire dans ses mots des types de relation existant entre des animaux.	↔	↔	T ↔		
8.7.1 Identifier des types de relation existant entre des animaux d'une même espèce (individus ou populations).	↔	↔	↔		
8.7.2 Identifier des types de relation existant entre des animaux d'espèces différentes (individus ou populations).	↔	↔	↔		
8.8 Décrire dans ses mots des types de relation existant entre des animaux et des végétaux.	↔	↔	T ↔		
8.9 Décrire dans ses mots des types de relation existant entre l'homme et des animaux; identifier des conséquences de ces types de relation sur l'environnement.	↔	↔	T ↔		
8.9.1 Identifier des usages que l'homme fait des animaux.	↔	↔	↔		
8.9.2 Reconnaître des actions posées par l'homme pour conserver et améliorer la faune.	↔	↔	↔		
8.10 Identifier des conséquences sur l'environnement d'actions qu'il pose pour conserver la faune.	↔	↔	T ↔		
8.10.1 Poser des actions visant la conservation de la faune.	↔	↔	↔		
8.10.2 Concevoir et réaliser dans son environnement des projets de conservation de la faune.	↔	↔	↔		
9.0 Objectif général Se familiariser avec l'eau et les relations de cette dernière avec les autres éléments de l'environnement; développer des attitudes et adopter des comportements qui en feront un individu responsable envers cette ressource et les richesses que l'homme en retire.					
9.2 Comparer des propriétés et des caractéristiques de l'eau avec celles d'autres liquides.	↔	↔	T ↔		
9.2.2 Découvrir, à l'aide d'instruments, des propriétés et des caractéristiques de l'eau.	↔	↔	↔		
9.3 Reconnaître les différentes phases et états sous lesquels l'eau se présente dans son environnement.	↔	↔	T ↔		
9.3.3 Reconnaître la présence de vapeur d'eau dans l'air.	↔	↔	↔		
9.3.4 Décrire dans ses mots le phénomène de la pluie.	↔	↔	↔		
9.3.5 Démontrer la présence d'eau dans le sol.	↔	↔	↔		
9.3.6 Démontrer que dans la nature l'eau passe par différents phases sous l'effet de l'énergie.	↔	↔	↔		
9.4 Identifier des formes d'utilisation de l'eau par l'homme; connaître des conséquences de ces actions sur l'environnement.	↔	↔	T ↔		

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

	Classe			P	R
	4	5	6		
9.4.1 Identifier des usages que l'homme fait de l'eau.	•—•	•—•	•—•		
9.4.2 Reconnaître des actions posées par l'homme pour conserver et améliorer la qualité de l'eau.	•—•	•—•	•—•		
9.4.3 Reconnaître des actions posées par l'homme pour faire un usage rationnel de l'énergie qu'il tire de l'eau.	•—•	•—•	•—•		
9.5 Identifier des conséquences sur l'environnement d'actions qu'il pose et qui illustrent un usage rationnel de l'eau et de l'énergie qu'on en tire.	•—•	•—•	T •—•		
9.5.1 Poser des actions qui vont dans le sens d'un usage rationnel de l'eau et de l'énergie qu'on en tire.	•—•	•—•	•—•		
9.5.2 Concevoir et réaliser dans son environnement des projets de conservation de la qualité de l'eau et de l'énergie qu'on en tire.	•—•	•—•	•—•		
10.0 Objectif général Se familiariser avec l'air et les relations de ce dernier avec les autres éléments de l'environnement; développer des attitudes et adopter des comportements qui en feront un individu responsable envers cette ressource.					
10.2 Reconnaître des manifestations de la présence de l'air dans son environnement.	•—•	•—•	T •—•		
10.2.3 Démontrer l'existence de l'air par les effets de la pression atmosphérique.	•—•	•—•	•—•		
10.2.4 Démontrer la présence de l'air en dehors de la couche atmosphérique.	•—•	•—•	•—•		
10.3 Relever des propriétés et des caractéristiques de l'air.	•—•	•—•	T •—•		
10.3.2 Découvrir, à l'aide d'instruments, des propriétés et des caractéristiques de l'air.	•—•	•—•	•—•		
10.4 Décrire dans ses mots des formes d'utilisation de l'air par l'homme; connaître des conséquences de ces actions sur l'environnement.	•—•	•—•	T •—•		
10.4.1 Identifier des usages que l'homme fait de l'air.	•—•	•—•	•—•		
10.4.2 Reconnaître des actions posées par l'homme pour conserver et améliorer la qualité de l'air qu'il respire.	•—•	•—•	•—•		
10.5 Identifier des conséquences sur l'environnement d'actions qu'il pose et qui illustrent un usage rationnel de l'air.	•—•	•—•	T •—•		
10.5.1 Poser des actions démontrant un usage rationnel de l'air.	•—•	•—•	•—•		
10.5.2 Concevoir et réaliser dans son environnement des projets de conservation de la qualité de l'air.	•—•	•—•	•—•		
11.0 Objectif général Se familiariser avec le sol et les relations de ce dernier avec les autres éléments de l'environnement; développer des attitudes et adopter des comportements qui en feront un individu responsable envers cette ressource et les richesses que l'homme en retire.					
11.2 Relever des propriétés et des caractéristiques générales des principaux constituants du sol.	•—•	•—•	T •—•		
11.2.1 Découvrir des propriétés et des caractéristiques du sol arable.	•—•	•—•	•—•		
11.2.2 Découvrir des propriétés et des caractéristiques de la roche.					

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
11.3	Montrer des ressemblances et des différences entre différents éléments constitutifs du sol.			T		
11.3.1	Distinguer les principaux constituants d'un sol arable; les comparer avec ceux d'un autre type de sol.					
11.3.2	Découvrir des ressemblances et des différences entre différents types de sol.					
11.3.3	Identifier différents constituants d'une roche; les comparer avec ceux d'une autre roche.					
11.3.4	Découvrir des ressemblances et des différences entre différentes roches.					
11.4	Décrire dans ses mots des formes d'utilisation du sol par l'homme; connaître des conséquences de ces actions sur l'environnement.			T		
11.4.1	Identifier des usages que l'homme fait du sol.					
11.4.2	Identifier des actions posées par l'homme pour conserver et améliorer la qualité du sol.					
11.4.3	Identifier des actions posées par l'homme pour faire un usage rationnel de l'énergie qu'il retire du sol.					
11.5	Identifier des conséquences sur l'environnement d'actions qu'il pose et qui illustrent un usage rationnel du sol et de l'énergie qu'on en retire.			T		
11.5.1	Poser des actions qui vont dans le sens d'un usage rationnel du sol et de l'énergie qu'on en retire.					
11.5.2	Concevoir et réaliser dans son environnement des projets relatifs à la conservation de la qualité du sol et de l'énergie qu'on en retire.					
12.0	**Objectif général** Se familiariser avec les objets fabriqués; développer des attitudes et adopter des comportements qui en feront un individu capable d'utiliser d'une façon responsable les objets fabriqués.					
12.2	Reconnaître les transformations que l'homme fait subir à des substances naturelles pour en faire des objets.			T		
12.2.1	Différencier parmi des objets inanimés ceux qui sont fabriqués de ceux qui sont naturels.					
12.2.2	Reconnaître la présence de substances végétales, animales et minérales dans les objets.					
12.2.3	Donner, en les expliquant, des exemples de transformation simple que l'homme a fait subir à des substances naturelles pour en faire des objets; reproduire l'un de ces objets.					
12.2.4	Donner, en les expliquant, des exemples de transformation radicale que l'homme a fait subir à des substances naturelles pour en faire des objets; reproduire l'un de ces objets.					
12.3	Relever des propriétés d'objets fabriqués.			T		
12.3.2	Découvrir, à l'aide d'instruments, d'autres propriétés d'objets fabriqués.					
12.4	Identifier et reproduire des objets fabriqués constituant des systèmes simples; identifier les éléments de ces systèmes et les indices d'interaction entre eux.			T		
12.4.1	Construire des machines simples; identifier leurs éléments et les indices d'interaction entre eux.					

SCIENCES DE LA NATURE

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
12.4.2	Construire un pendule simple; identifier ses éléments et les indices d'interaction entre eux.					
12.4.3	Reconnaître dans son milieu des systèmes constitués d'éléments qui interagissent à distance; identifier ces éléments et les indices d'interaction entre eux.					
12.4.4	Élaborer un modèle pour schématiser le fonctionnement d'un système simple.					
12.4.5	Reconnaître les sources d'énergie présidant au mouvement de systèmes simples.					
12.5 Établir et représenter schématiquement un circuit électrique; découvrir des indices d'interaction entre les éléments de ce système.				T		
12.5.1	Découvrir des propriétés des piles et des ampoules.					
12.5.2	Réaliser des montages d'ampoules et de piles en série; les représenter schématiquement.					
12.5.3	Réaliser des montages d'ampoules et de piles en parallèle; les représenter schématiquement.					
12.5.4	Reconnaître, au moyen d'expériences, des substances conductrices de l'électricité; les utiliser pour fermer une coupure dans un circuit électrique.					
12.5.5	Reconnaître, au moyen d'expériences, des substances isolantes de l'électricité.					
12.5.6	Construire un interrupteur simple pour ouvrir un circuit électrique.					
12.5.7	Identifier les changements qui se produisent dans la conductibilité d'un circuit électrique lorsqu'on remplace un fil par un autre plus fin ou plus gros ou par un moins bon conducteur lorsqu'on augmente la longueur d'un fil.					
12.5.8	Expliquer l'emploi d'interrupteurs et d'enveloppes sur les fils électriques.					
12.6 Reconnaître les besoins énergétiques pour la fabrication d'objets fabriqués.				T		
12.6.1	Reconnaître les formes d'énergie nécessaires à la fabrication d'objets dans au moins un cas de transformation simple.					
12.6.2	Reconnaître les formes d'énergie nécessaires à la fabrication d'objets dans au moins un cas de transformation radicale.					
12.7 Décrire dans ses mots des usages que l'homme fait de certains objets fabriqués dans son environnement; trouver des conséquences de ces actions.				T		
12.7.1	Découvrir des usages responsables que l'homme fait d'objets fabriqués.					
12.7.2	Découvrir des usages que l'homme fait d'objets fabriqués qui ont un effet nuisible sur l'environnement.					
12.8 Identifier des conséquences sur l'environnement d'actions qu'il pose et qui illustrent un usage rationnel des objets fabriqués.				T		
12.8.1	Poser des actions qui vont dans le sens d'un usage responsable des objets fabriqués.					
12.8.2	Concevoir et réaliser dans son environnement des projets de conservation des objets fabriqués.					

SCIENCES HUMAINES

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

OBJECTIF GLOBAL

AMENER L'ÉLÈVE À UNE PREMIÈRE COMPRÉHENSION DES RÉALITÉS SOCIALES, GÉOGRAPHIQUES ET HISTORIQUES DU MONDE DANS LEQUEL IL VIT.

1.0 **Objectif général: s'initier à la géographie du Québec et du Canada**

		Classe			P	R
		4	5	6		
1.1	À l'aide de représentations photographiques et cartographiques de divers paysages de sa région, du Québec et du Canada, décrire les traits physiques et humains de ces paysages en utilisant un vocabulaire approprié.			T		
1.1.1	À l'aide d'observations directes, de dessins, de maquettes, de photos et de cartes, identifier les traits physiques d'un paysage: a) quant à la forme du terrain, b) quant aux étendues d'eau, c) quant à la végétation.					
1.1.2	À l'aide de représentations photographiques et cartographiques, nommer les principaux éléments physiques et humains de sa région.	•				
1.1.3	À l'aide d'observations directes et de représentations photographiques et cartographiques, décrire les principaux traits physiques et humains de sa région.	•				
1.1.4	À l'aide de représentations photographiques et cartographiques, trouver des ressemblances et des différences entre des paysages caractéristiques des trois ensembles physiographiques du Québec: les Appalaches, les Basses-terres du St-Laurent et le Bouclier canadien.		•			
1.1.5	À l'aide de représentations cartographiques et photographiques, trouver des ressemblances et des différences entre les paysages caractéristiques de diverses régions canadiennes: la côte atlantique, le sud de l'Ontario, les Prairies, les Rocheuses, l'Arctique.			•		
1.1.6	À l'aide de représentations photographiques et cartographiques, trouver des ressemblances et des différences entre les paysages de diverses régions du monde: paysages ruraux, paysages urbains, paysages de régions non habitées.			•		
1.1.7	Lire la légende d'une carte.			T		
1.2	À l'aide de représentations photographiques et cartographiques de divers paysages de sa région, du Québec et du Canada, établir des relations entre quelques-uns des traits physiques d'un même paysage.			T		
1.2.1	À l'aide de représentations d'un même paysage de sa région aux diverses saisons, établir des relations entre les variations de température et de précipitation et leurs effets sur la végétation et l'hydrographie.	•				
1.2.2	À l'aide de représentations de divers cours d'eau du Québec, établir des relations entre le relief et l'hydrographie.		•			
1.2.3	À l'aide de représentations de paysages de hautes montagnes et d'informations sur les températures à leur sommet et à leur base, établir des relations entre l'altitude et la température.			•		
1.2.4	À l'aide de climatogrammes de diverses régions du monde, d'un globe terrestre et d'un planisphère, établir des relations entre le climat d'une région et sa position par rapport aux pôles et à l'équateur.			•		
1.2.5	Sur un globe terrestre et un planisphère, indiquer les pôles, l'équateur et les hémisphères nord et sud.			•		
1.2.6	Lire des données présentées sous forme de tableaux ou de graphiques linéaires et de surface.			•		
1.3	À l'aide de représentations photographiques et cartographiques de divers paysages de sa région, du Québec et du Canada, établir des relations entre quelques traits physiques et quelques traits humains d'un même paysage.			T		
1.3.1	À l'aide de représentations photographiques et cartographiques, établir des relations entre quelques traits physiques et quelques traits humains de sa région.	•				

SCIENCES HUMAINES

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
1.3.2	À l'aide de représentations photographiques et cartographiques, établir des relations entre quelques-uns des traits physiques et des traits humains d'un paysage caractéristique des Appalaches, des Basses-terres du St-Laurent et du Bouclier canadien.		•			
1.3.3	À l'aide de divers types de cartes, établir des relations entre les traits physiques du Québec et la répartition spatiale de sa population.		•			
1.3.4	À l'aide de représentations photographiques et cartographiques, établir des relations entre quelques-uns des traits physiques et des traits humains d'un paysage caractéristique de la côte atlantique, du sud de l'Ontario, des Prairies, des Rocheuses et de l'Arctique.			•		
1.3.5	Indiquer les provinces et territoires du Canada sur une carte muette.			T		
1.3.6	À l'aide de divers types de cartes, établir des relations entre les traits physiques du Canada et la répartition spatiale de sa population.			•		
1.3.7	À l'aide de représentations photographiques et cartographiques, établir des relations entre quelques-uns des traits physiques et des traits humains d'un paysage de diverses régions du monde: régions rurales, régions urbaines, régions non habitées.			•		
1.3.8	Reconnaître la forme et la localisation d'un espace sur un globe terrestre et sur une carte muette.		—	•		
1.3.9	Lire la légende d'une carte.	—	—	•		
1.3.10	Sur un globe terrestre et un planisphère, indiquer les pôles, l'équateur et les hémisphères nord et sud.			•		
1.4	À l'aide de cartes physiques et humaines, situer sa région par rapport aux grands ensembles physiques et humains du Québec.	T				
1.4.1	À l'aide d'une carte physique du Québec, indiquer l'ensemble physiographique dont sa région fait partie.	•				
1.4.2	À l'aide d'une carte physique du Québec, décrire en ses propres mots l'écoulement des eaux de sa région vers la mer.	•				
1.4.3	À l'aide d'une carte des voies de communication, situer sa région par rapport aux grandes villes et aux grandes voies de communication du Québec.	•				
1.4.4	À partir d'une carte muette des régions administratives du Québec, indiquer la région administrative dont sa région fait partie.	•				
1.4.5	Lire la légende d'une carte.	—	—	•		
1.4.6	Reconnaître la forme et la localisation d'un espace sur un globe terrestre et sur une carte muette.	•				
1.4.7	Lire et utiliser l'échelle graphique d'une carte.	•				
1.4.8	Sur le terrain, indiquer la position d'un lieu par rapport à un autre, en utilisant les points cardinaux et intermédiaires.	•				
1.4.9	Sur une carte, indiquer la position d'un lieu par rapport à un autre, en utilisant les points cardinaux et intermédiaires.	•				
1.4.10	Sur une carte, exprimer les directions entre deux points, en utilisant les points cardinaux et intermédiaires.	•				

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P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
1.5	Décrire les positions du Québec et du Canada sur une carte de l'Amérique du Nord, un globe terrestre et un planisphère en utilisant les points cardinaux et intermédiaires.			T		
1.5.1	À l'aide d'une carte physique et politique de l'Amérique du Nord, nommer les frontières du Québec.		•			
1.5.2	À l'aide d'un globe terrestre et d'un planisphère, décrire la position du Québec au Canada, en Amérique du Nord et dans le monde, en utilisant les points cardinaux et intermédiaires.		•			
1.5.3	À l'aide d'une carte physique et politique de l'Amérique du Nord, nommer les frontières du Canada.			•		
1.5.4	À l'aide d'un globe terrestre et d'un planisphère et en utilisant les points cardinaux et intermédiaires, décrire la position du Canada en Amérique du Nord et dans le monde.			•		
1.5.5	À l'aide d'un globe terrestre et d'un planisphère et en utilisant les points cardinaux décrire la position de l'Amérique du Nord par rapport aux océans et aux autres continents.			•		
1.5.6	Localiser le Québec et le Canada sur un globe terrestre et sur des cartes muettes du monde et de l'Amérique du Nord.			T		
1.5.7	Localiser l'Amérique du Nord sur un globe terrestre et un planisphère muet.			T		
1.5.8	Lire la légende d'une carte.			•		
1.5.9	Sur un globe terrestre et un planisphère, indiquer les pôles, l'équateur et les hémisphères nord et sud.			•		
1.5.10	Reconnaître la forme et la localisation d'un espace sur un globe terrestre et sur une carte muette.			•		
1.5.11	Sur une carte, indiquer la position d'un lieu par rapport à un autre, en utilisant les points cardinaux et intermédiaires.			•		
1.6	À l'aide de cartes et de graphiques, décrire en ses propres mots la place que le Québec et le Canada occupent dans le monde quant à leur superficie respective.			T		
1.6.1	À partir d'un cartogramme des superficies des provinces du Canada, établir un rapport entre la surface du Québec, celle du Canada et celle des autres provinces canadiennes.			•		
1.6.2	À partir d'un cartogramme des superficies des États du Monde, indiquer des pays dont la surface est équivalente à celle du Québec et des pays dont la surface est moindre.		•			
1.6.3	À partir d'un cartogramme des superficies des États du Monde, indiquer le pays dont la superficie est plus grande que celle du Canada.			•		
1.6.4	Identifier le rang que le Québec et le Canada occupent dans le monde quant à leur superficie respective.			T		
1.6.5	Lire la légende d'une carte.			•		
1.6.6	Lire des données présentées sous forme de tableaux ou de graphiques linéaires et de surface.			•		
2.0	**Objectif général: s'éveiller aux caractéristiques ethniques et culturelles du Québec et du Canada**					
2.1	À l'aide de graphiques, décrire en ses propres mots la composition ethnique des populations du Québec et du Canada.			T		

SCIENCES HUMAINES

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
2.1.1	Décrire en ses propres mots la composition ethnique de la population de sa région.	•				
2.1.2	À l'aide d'un graphique de surface illustrant la composition ethnique de la population du Québec, établir l'importance relative des principaux groupes ethniques.		•			
2.1.3	À l'aide d'un graphique de surface illustrant la composition ethnique de la population du Canada, établir l'importance relative des principaux groupes ethniques.			•		
2.1.4	À l'aide de graphiques illustrant la composition ethnique des populations du Québec et du Canada, comparer l'importance relative des principaux groupes ethniques dans l'un et l'autre cas.			•		
2.1.5	Lire des données présentées sous forme de tableaux ou de graphiques linéaires et de surface.			•		
2.2	À l'aide de graphiques, établir l'importance relative des populations du Québec et du Canada par rapport à celles de l'Amérique du Nord et du monde.			T		
2.2.1	À l'aide de graphiques, établir le rapport qui existe entre la population du Québec d'une part et celles du Canada, de l'Amérique du Nord et du monde d'autre part.			•		
2.2.2	À l'aide de graphiques, établir le rapport qui existe entre la population du Canada d'une part et celles de l'Amérique du Nord et du monde d'autre part.			•		
2.2.3	Lire des données présentées sous forme de tableaux ou de graphiques linéaires et de surface.			•		
2.3	Décrire en ses propres mots quelques éléments du patrimoine régional et quelques traits de la culture québécoise.		T			
2.3.1	Identifier quelques éléments du patrimoine régional.	•				
2.3.2	Indiquer divers facteurs qui ont influencé la culture québécoise.		•			
2.3.3	Décrire quelques us et coutumes des Québécois en les associant aux facteurs qui ont influencé la culture québécoise.		•			
2.3.4	Énumérer quelques créations originales de la culture québécoise.		•			
2.4	À l'aide de représentations des conditions de vie des différents peuples du monde, trouver quelques ressemblances et quelques différences entre le mode de vie des Canadiens et celui des populations observées.			T		
2.4.1	Indiquer divers éléments de la vie quotidienne (objets, habitudes, institutions) que les Canadiens partagent avec les habitants d'autres pays industrialisés.			•		
2.4.2	Indiquer divers éléments de la vie quotidienne (objets, habitudes, institutions) par lesquels les habitants des pays non industrialisés se distinguent des Canadiens.			•		
3.0	**Objectif général: s'éveiller aux réalités économiques du Québec et du Canada**					
3.1	À partir d'un exemple et en utilisant le vocabulaire approprié, décrire le cheminement de la production et de la mise en marché d'un bien de consommation courante.			T		
3.1.1	Distinguer, à l'aide d'exemples, les notions de ressource naturelle, matière première et produit.		T			
3.1.2	Distinguer, à l'aide d'exemples, des ressources naturelles renouvelables et d'autres qui ne le sont pas.		•			

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P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
3.1.3	À l'aide d'exemples, distinguer l'activité d'exploitation d'une ressource naturelle de l'activité de transformation d'une matière première.		T			
3.1.4	Identifier diverses formes d'énergie en précisant si elles sont renouvelables ou pas.		•			
3.1.5	Identifier des activités de service contribuant directement ou indirectement à la production ou à la mise en marché d'un bien.			•		
3.1.6	À l'aide d'une carte des voies de communication du Canada, indiquer divers moyens de transport et diverses voies de communication appropriés au territoire et à la nature des produits.			•		
3.1.7	À l'aide d'exemples, distinguer l'importation de l'exportation.			T		
3.1.8	À l'aide d'une liste d'activités industrielles et commerciales, ordonner les diverses opérations de la production et de la mise en marché d'un bien.			•		
3.2	À l'aide de tableaux, de graphiques et de cartes, décrire quelques activités de production et de commerce importantes dans sa région, au Québec et au Canada.			T		
3.2.1	À l'aide d'une liste des productions de sa région, indiquer la (les) productions(s) la(les) plus importante(s) pour l'économie régionale.	•				
3.2.2	Indiquer des ressources naturelles et des matières premières nécessaires à quelques productions importantes de sa région.	•				
3.2.3	En ce qui concerne l'une des productions importantes de la région, indiquer à l'aide d'une carte les lieux d'origine de la(des) matière(s) première(s), les lieux de transformation du(des) produit(s) et les moyens de transport utilisés.	•				
3.2.4	Indiquer quelques ressources naturelles dont dispose le Québec et d'autres qui lui font défaut.		•			
3.2.5	À l'aide d'une liste des productions importantes du Québec, associer quelques-unes d'entre elles à l'une ou l'autre des régions du Québec.		•			
3.2.6	À l'aide d'une liste de quelques productions du Québec, expliquer pour l'une d'elles, avec le vocabulaire approprié, le cheminement suivi depuis l'exploitation de la matière première jusqu'à la mise en marché du(des) produit(s).		•			
3.2.7	Indiquer des ressources naturelles dont dispose le Canada, en dehors du Québec, et d'autres qui lui font défaut.			•		
3.2.8	À l'aide d'une liste des grandes productions du Canada, associer quelques-unes d'entre elles à l'une ou l'autre des provinces canadiennes.			•		
3.2.9	À l'aide d'une carte des voies de communication du Canada et étant donné les points de départ et d'arrivée d'un produit canadien, décrire l'itinéraire à suivre entre ces deux points en indiquant la distance à parcourir et en justifiant le choix des moyens de transport et des voies de communication utilisés.			•		
3.2.10	À l'aide d'une carte du monde et d'une liste des principales importations et exportations canadiennes, situer les pays d'origine de quelques importations et les lieux de destination de quelques exportations.			•		
3.2.11	Reconnaître la forme et la localisation d'un espace sur un globe terrestre et sur une carte muette.			•		
3.2.12	Lire la légende d'une carte.			•		
3.2.13	Sur le terrain, indiquer la position d'un lieu par rapport à un autre, en utilisant les points cardinaux et intermédiaires.	•				
3.2.14	Sur une carte, indiquer les directions entre deux points en utilisant les points cardinaux et intermédiaires.			•		

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P: Objectif présenté /n° thème
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		Classe			P	R
		4	5	6		
3.2.15	Lire et utiliser l'échelle graphique d'une carte.	↔	↔	• ↔		
3.2.16	Lire des données présentées sous forme de tableaux ou de graphiques linéaires et de surface.	↔	↔	• ↔		
4.0	**Objectif général: s'éveiller aux manifestations et au fonctionnement de la démocratie dans sa société**					
4.1	Décrire en ses propres mots le fonctionnement des mécanismes démocratiques de l'administration municipale.	T ↔				
4.1.1	Indiquer quelques biens et services municipaux.	• ↔				
4.1.2	Décrire en ses propres mots la composition et le processus de formation du conseil municipal.	• ↔				
4.1.3	Donner quelques exemples du rôle et des pouvoirs du conseil municipal.	• ↔				
4.1.4	Donner quelques exemples des divers droits et devoirs des citoyens face à l'administration municipale.	• ↔				
4.2	Décrire en ses propres mots quelques situations dans lesquelles, dans son milieu, de façon formelle ou informelle, on exerce des droits démocratiques.			T ↔		
4.2.1	Indiquer des mécanismes et des institutions fondés sur l'exercice formel des droits démocratiques dans son milieu.		↔	• ↔		
4.2.2	Indiquer diverses situations dans lesquelles on exerce, de façon informelle, des droits démocratiques.		↔	• ↔		
4.3	Indiquer les trois paliers de gouvernement qui se retrouvent au Canada, en leur associant divers services offerts au public.			T ↔		
4.3.1	Indiquer deux services publics canadiens administrés exclusivement par le gouvernement fédéral.			• ↔		
4.3.2	Indiquer deux services publics destinés aux citoyens du Québec et administrés exclusivement par le gouvernement provincial.		• ↔			
4.3.3	Indiquer deux services publics destinés aux citoyens de sa localité et administrés exclusivement par le gouvernement municipal.	• ↔				
4.4	Décrire en ses propres mots quelques situations dans lesquelles on doit défendre des droits et des libertés démocratiques, à l'échelle nationale et à l'échelle internationale.			T ↔		
4.4.1	Décrire quelques situations où les droits et libertés des citoyens sont susceptibles d'être lésés.			• ↔		
4.4.2	Indiquer quelques moyens mis à la disposition des citoyens pour assurer la défense de leurs droits et libertés.			• ↔		
4.4.3	À partir de faits de l'actualité mondiale, indiquer quelques situations où l'exercice des droits et libertés démocratiques est réduit ou empêché.			• ↔		
4.4.4	Identifier quelques organismes pouvant intervenir dans la défense des droits et libertés démocratiques à l'échelle internationale.			• ↔		

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P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe				
		4	5	6	P	R
5.0	**Objectif général: s'initier à l'histoire du Québec et du Canada**					
5.1	À l'aide de cartes, de représentations et de témoignages de diverses époques de l'histoire du pays, décrire en ses propres mots différents changements survenus dans les paysages, les modes de production et les conditions de vie.			T		
5.1.1	À l'aide de témoignages et de représentations photographiques et cartographiques de sa région aujourd'hui et au début du siècle, décrire en ses propres mots divers changements survenus dans ces paysages.	•				
5.1.2	À l'aide de cartes comparant le territoire de la Nouvelle-France au milieu du XVIII^e siècle à celui du Québec d'aujourd'hui, décrire en ses propres mots divers changements survenus dans l'occupation du sol.		•			
5.1.3	À l'aide de représentations diverses comparant les techniques de production et de transport de la fin du XIX^e siècle à celles d'aujourd'hui, décrire en ses propres mots quelques-uns des principaux changements survenus entre ces deux époques.			•		
5.1.4	À l'aide de représentations diverses comparant la vie urbaine à la fin du XIX^e siècle à la vie urbaine contemporaine, décrire en ses propres mots des changements survenus dans les conditions de vie en ville.			•		
5.2	À l'aide d'une ligne du temps, situer les principales étapes de l'histoire du pays, les unes par rapport aux autres, et par rapport à aujourd'hui.			T		
5.2.1	Indiquer l'époque de migration des premiers hommes en terre d'Amérique.		•			
5.2.2	Indiquer le siècle de la découverte officielle de l'Amérique par les Européens.		•			
5.2.3	Estimer le temps écoulé entre l'arrivée des premiers hommes en Amérique, la découverte officielle de l'Amérique par les Européens et aujourd'hui.		•			
5.2.4	Indiquer l'année de fondation de Québec, de Trois-Rivières et de Ville-Marie.		•			
5.2.5	Calculer l'âge des villes de Québec, Trois-Rivières et Montréal.		•			
5.2.6	Indiquer le siècle et l'année de la conquête de la Nouvelle-France.			•		
5.2.7	Estimer la durée de la Nouvelle-France.			•		
5.2.8	Indiquer le siècle et l'année de la fondation du Canada.			•		
5.2.9	Calculer le temps écoulé entre la naissance de la Nouvelle-France, la naissance du Canada et aujourd'hui.			•		
5.2.10	Situer l'année de la fondation de sa localité par rapport à la naissance du Canada et par rapport à aujourd'hui.			•		
5.2.11	Utiliser le siècle comme base de mesure du temps.			•		
5.2.12	Lire une ligne du temps.			•		
5.3	À l'aide de cartes géographiques et de représentations diverses, décrire en ses propres mots l'origine et le mode de vie des populations qui habitaient le Québec avant l'arrivée des premiers Européens.		T			
5.3.1	À l'aide d'une mappemonde, décrire en ses propres mots la migration des Amérindiens depuis l'Asie.		•			

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P: Objectif présenté /n° thème
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		Classe			P	R
		4	5	6		
5.3.2	À l'aide de représentations de scènes de la vie quotidienne des populations en cause, décrire en ses propres mots diverses ressemblances et différences existant entre les modes de vie traditionnels des Algonquins, des Hurons-Iroquois et des Inuit.		• ↔			
5.3.3	À l'aide de représentations de scènes de la vie quotidienne de deux familles d'Amérindiens, l'une vivant au XVII^{e} siècle, l'autre au XX^{e}, relever quelques différences majeures entre les modes de vie traditionnel et actuel.		• ↔			
5.3.4	À l'aide de représentations de scènes de la vie quotidienne de deux familles d'Inuit, l'une vivant au XIX^{e} siècle, l'autre au XX^{e}, relever quelques différences majeures entre les modes de vie traditionnel et actuel.		• ↔			
5.3.5	À l'aide de représentations et de témoignages divers, relever quelques manifestations de l'héritage amérindien dans le Québec d'aujourd'hui.		• ↔			
5.3.6	Utiliser le siècle comme base de mesure du temps.		• ↔			
5.3.7	Lire une ligne du temps.		• ↔			
5.4	À l'aide de cartes géographiques et de représentations diverses, raconter en ses propres mots l'exploration et l'établissement français dans la vallée du St-Laurent au XVI^{e} siècle.		T ↔			
5.4.1	À l'aide d'une mappemonde, raconter en ses propres mots la découverte de l'Amérique par les Européens à la fin du XV^{e} siècle.		• ↔			
5.4.2	À l'aide de cartes et de représentations, raconter en ses propres mots les voyages d'exploration de Jacques Cartier et les premiers contacts entre Blancs et Amérindiens au XVI^{e} siècle.		• ↔			
5.4.3	À l'aide de cartes et de représentations, raconter en ses propres mots la fondation de l'un des trois principaux établissements français de la vallée du St-Laurent au XVII^{e} siècle.		• ↔			
5.4.4	À l'aide de représentations diverses, identifier dans le Québec d'aujourd'hui, quelques vestiges et témoignages de l'établissement français dans la vallée du St-Laurent.		• ↔			
5.4.5	Utiliser le siècle comme base de mesure du temps.		• ↔			
5.4.6	Lire une ligne du temps.		• ↔			
5.5	À l'aide de représentations diverses, décrire en ses propres mots comment vivaient les Français canadiens établis en Nouvelle-France au XVIII^{e} siècle.		T ↔			
5.5.1	À l'aide de représentations de scènes de la vie quotidienne d'une famille d'habitants, décrire en ses propres mots le mode de vie de l'habitant de la Nouvelle-France.		• ↔			
5.5.2	À l'aide de représentations de scènes de la vie quotidienne d'un coureur de bois, décrire en ses propres mots le mode de vie du coureur de bois en Nouvelle-France.		• ↔			
5.5.3	À l'aide de représentations de scènes de la vie quotidienne d'un missionnaire, décrire en ses propres mots le mode de vie d'un missionnaire en Nouvelle-France.		• ↔			
5.5.4	À l'aide de représentations et de témoignages divers, identifier chez les Québécois d'aujourd'hui, quelques vestiges des modes de vie des Français canadiens de la Nouvelle-France.		• ↔			
5.5.5	Utiliser le siècle comme base de mesure du temps.		• ↔			
5.5.6	Lire une ligne du temps.		• ↔			
5.6	À l'aide de cartes, de représentations et de graphiques divers, décrire en ses propres mots quelques circonstances de l'établissement des Britanniques en terre canadienne aux XVIII^{e} et XIX^{e} siècles.			T ↔		

SCIENCES HUMAINES

P: Objectif présenté /n° thème
R: Réévaluation nécessaire/Non

		Classe			P	R
		4	5	6		
5.6.1	À l'aide de cartes et de représentations, raconter en ses propres mots l'un des principaux épisodes de la défaite militaire de la Nouvelle-France.			• →		
5.6.2	À l'aide de cartes et de graphiques, comparer la composition ethnique et la répartition géographique des populations de la province de Québec en 1763 en 1790.			• →		
5.6.3	À l'aide de cartes, de représentations et de témoignages, raconter en ses propres mots l'immigration des Irlandais au Canada au XIXe siècle.			T →		
5.6.4	À l'aide de cartes, de représentations et de témoignages divers, relever quelques traces du peuplement anglais dans le Québec d'aujourd'hui.			T →		
5.6.5	Utiliser le siècle comme base de mesure du temps.			• →		
5.6.6	Lire une ligne du temps.			• →		
5.6.7	Lire des données présentées sous forme de tableaux ou de graphiques linéaires et de surface.			• →		
5.7	À l'aide de représentations et de témoignages divers, décrire en ses propres mots comment vivaient les Québécois en milieu rural et en milieu urbain à la fin du siècle dernier.			T →		
5.7.1	À l'aide de représentations et de témoignages divers, comparer les conditions de la vie quotidienne des Québécois à la ville et à la compagne, à la fin du XIXe siècle.			• →		
5.7.2	À l'aide de représentations et de témoignages divers, comparer les services publics offerts aux citadins à ceux dont bénéficiaient les ruraux à la fin du XIXe siècle.			• →		
5.7.3	À l'aide de représentations et de témoignages divers, décrire en ses propres mots comment vivaient les gens de sa région à la fin du XIXe siècle.			• →		
5.7.4	À l'aide de représentations et de témoignages divers, relever chez les Québécois d'aujourd'hui quelques vestiges des modes de vie de la fin du siècle dernier.			• →		
5.7.5	Utiliser le siècle comme base de mesure du temps.			• →		
5.7.6	Lire une ligne du temps.			• →		
5.8	À l'aide d'un globe terrestre, de représentations et de témoignages divers, raconter en ses propres mots l'établissement d'un groupe d'immigrants au Canada, au cours du XXe siècle.			T →		
5.8.1	À l'aide d'un globe terrestre, situer le pays d'origine du groupe d'immigrants.			• →		
5.8.2	À l'aide de représentations et de témoignages divers, décrire en ses propres mots les conditions de voyage du groupe d'immigrants.			• →		
5.8.3	À l'aide de représentations et de témoignages divers, décrire en ses propres mots les conditions dans lesquelles s'est effectué l'établissement du groupe d'immigrants.			• →		

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Ce cahier est destiné à l'enseignant d'une classe multiprogramme du deuxième cycle du primaire. Il vise à l'aider à parfaire sa connaissance globale des programmes et à pouvoir effectuer des liens entre les objectifs d'un ou de plusieurs programmes pour une ou plusieurs classes. Il lui permet également de connaître les objectifs atteints en cours d'année. Les programmes sont présentés par ordre alphabétique. Les objectifs occupent le côté gauche de la page et à droite se trouvent cinq colonnes. Les trois premières colonnes indiquent à l'aide d'une ligne fléchée en quelle classe les objectifs peuvent faire l'objet d'activités d'apprentissage. Lorsque l'objectif est terminal et doit être évalué, la ligne se termine par un "T". La quatrième colonne identifiée par un "P" (pour objectif présenté) permet à l'enseignant d'indiquer son numéro de thème de l'objectif poursuivi. La cinquième colonne nommée "R" (pour réévaluation) sert à l'enseignant à signaler s'il y a lieu ou non de revoir cet objectif avec ses élèves.

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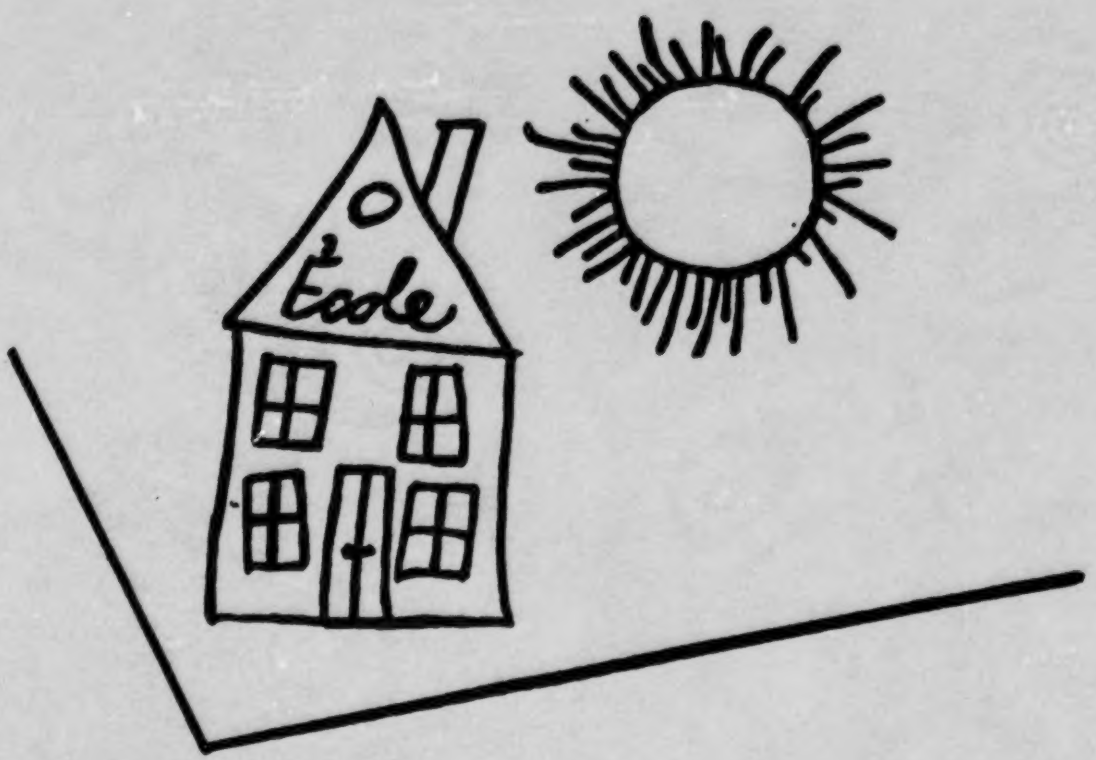

MULTILEVEL CLASSES

CONCISE GUIDE TO ELEMENTARY-LEVEL PROGRAM OBJECTIVES

CYCLE ONE
AND
CYCLE TWO

Québec

MULTILEVEL CLASSES

CONCISE GUIDE TO ELEMENTARY-LEVEL PROGRAM OBJECTIVES

CYCLE ONE
AND
CYCLE TWO

Direction régionale de la Côte-Nord
1993

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FOREWORD

This project was initiated by Instructional Services of the Commission scolaire du Littoral. It then became part of a collaborative effort among the various school boards of the Côte-Nord and the Direction régionale, the Direction de la coordination des réseaux and the Direction de la formation générale des jeunes.

This document is part of a package containing the following documents:

- *Concise Guide to Elementary-Level Program Objectives, Cycle One;*
- *Concise Guide to Elementary-Level Program Objectives, Cycle Two.*

These guides are available on diskette in WordPerfect 5.1. The two diskettes, along with accompanying instructions, may be obtained from any regional office of the ministère de l'Éducation.

MULTILEVEL CLASSES

CONCISE GUIDE TO ELEMENTARY-LEVEL PROGRAM OBJECTIVES

CYCLE ONE

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INTRODUCTION

1.0 Intended Readers

This guide is intended to assist teachers of elementary-school multilevel classes. It may also be useful to teachers of regular classes.

2.0 Intent and Content of the Guide

This guide is designed to facilitate instructional management by helping teachers to improve their general knowledge of the programs and to correlate objectives of one or more programs for one or more levels. The guide is also intended to assist teachers in identifying the objectives achieved throughout the school year.

The guide contains the objectives of all the elementary-level programs. In order to facilitate use of the guide, the programs are listed in alphabetical order.

3.0 Numbering of the Program Objectives

For most programs, the numbering used in the guide is the same as that used in the corresponding curricula. In the case of English Language Arts, however, abbreviations were used for the focuses of READING, WRITING, LISTENING, and SPEAKING when listing the objectives for the different levels of this program. Thus, 1.R would pertain to reading objectives, 1.W would pertain to writing objectives, 1.L would pertain to listening objectives and 1.S would pertain to speaking objectives.

Again, in the case of English Language Arts, it was necessary to include the indicators for the learning objectives of the elementary-level program. The indicators are needed to clarify the terminal objectives of the different levels of the English Language Arts program.

4.0 How to Use the Guide

All the program objectives have been grouped on the left-hand side of the page. To the right of the objectives, there are five columns. In the first three columns, an arrow indicates in which level the objectives may be covered in learning activities. When a T appears above an arrow, it indicates that the objective is a terminal objecdtive and should be evaluated. In certain programs, particularly Social Studies, an asterisk appearing in one of the right-hand columns next to an intermediate objective indicates a suggested distribution of the content.

In the column marked A, for objective *addressed*, the teacher writes the number of the objective currently pursued. In the column marked M, *for more evaluation needed,* the teacher may write N to indicate that the objective is considered to have been achieved by most of the class and that it does not require more evaluation. The teacher may write Y to indicate that further evaluation is necessary and that the objective should be reviewed with the class. The teacher may also, of course, use his or her own notation in these last two columns.

DANCE

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
OVERALL OBJECTIVE					
TO ENABLE THE CHILD TO USE THE LANGUAGE OF DANCE AS A MEANS OF ARTISTIC EXPRESSION AND COMMUNICATION.					
TO PERCEIVE					
1.0 GENERAL OBJECTIVE: TO MAKE THE CHILD AWARE THROUGH THE EXPLORATION OF MOVEMENT, OF THE SENSORY ELEMENTS AND EMOTIONAL VALUES OF THE BODY AND ENVIRONMENT.					
1.1 To be aware of the sensations associated with the execution of various partial and general movements.			T		
1.1.1 To identify, by exploring natural movements, the corresponding sensations and inner images.					
1.1.2 To develop the capacity for concentration and relaxation from sensory exercises based on movement.					
1.3 To be aware of the sensory characteristics of movements associated with different temporal values.			T		
1.3.1 To discover, from a study of walking, the differences in rhythm between persons.					
1.3.2 To recognize his own movement rhythm.					
1.3.4 To discover the emotional value of his own rhythm of execution, or that of his peers.					
1.3.5 To recognize the emotional value of various sources of sound.					
1.5 To be aware of the different sensations related to exploration of the elements of the dominant ENERGY.			T		
1.5.1 To discover the feelings of strength or of tension involved in strong, weak, continuous, and balanced movements.					
TO EXPRESS					
2.0 GENERAL OBJECTIVE: TO LEAD THE CHILD TO BECOME FAMILIAR WITH THE STRUCTURES AND PRINCIPLES OF MOVEMENTS USED IN DANCE, AND WITH THE RELATIONSHIP WHICH EXISTS BETWEEN THEM.					
2.1 To recognize the dominants of the structure of movement and some related elements.			T		
2.1.1 To name some of the elements making up the dominants: BODY-SPACE, TIME, ENERGY.					
2.1.2 To recognize these elements in the work of classmates.					
2.1.3 To identify, classify, and relate some elements to the dominants.					
3.0 GENERAL OBJECTIVE: TO LEAD THE CHILD TO EXPRESS HIS PERCEPTION OF MOVEMENT AND OF PERSONAL EXPERIENCE THROUGH THE EXPLORATION AND CREATION OF SIMPLE MOVEMENTS OR DANCES.					
3.1 To explore the elements of the dominant BODY-SPACE for improved gestural expression.					
3.1.1 To try out the elements of the dominant BODY-SPACE so as to develop a vocabulary of movement.			T		
3.1.2 To connect several movements comfortably (exact muscular co-ordination).					
3.1.3 To express spontaneously the emotional value of the elements of the dominant BODY-SPACE.					

DANCE

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
3.1.4 To execute spontaneously movements of varying amplitude, shape, and direction.					
3.3 To explore the elements of the dominant TIME to achieve improved gestural expression.			T		
3.3.1 To express spontaneously in movements the emotional qualities attributable to length of time.					
3.3.2 To try out fast and slow movements.					
3.3.3 To connect a series of regular movements (walking) with variations.					
3.3.4 To repeat suites of movements including arrêts and continuous and alternating moves.					
3.3.5 To execute irregular movements in a personal way.					
3.5 To explore the elements of the dominant ENERGY for improved gestural expression.			T		
3.5.1 To try out strong, light, and balanced movements in varied situations.					
3.5.2 To connect a series of movements of the same quality (strong, light, balanced...).					
3.5.3 To repeat a suite of movements of different qualities in a personal way.					
3.7 To participate in the creation of movement phrases based on the use of the elements of the structure of movement.			T		
3.7.1 To compose a series of 3 or 4 movements, varying their amplitude and form.					
3.9 To reproduce the expressive quality of movements or steps taken from choreographic works, or those of classmates.			T		
3.9.1 To preserve in a general way the characteristics of the movements or steps in dances, associated with a theme, period, or culture.					
TO RESPOND					
4.0 GENERAL OBJECTIVE: TO LEAD THE CHILD TO ESTABLISH LINKS BETWEEN THE DANCE HE CREATES, THAT OF CLASSMATES, AND CHOREOGRAPHIC WORKS.					
4.1 To recognize some known elements of simple dances of yesterday and today.			T		
4.1.1 To relate spontaneously the story told by a choreography of yesterday or today.					
4.1.2 To express his perceptions of the productions of peers or of simple choreographic works in simple and general terms.					
5.0 GENERAL OBJECTIVE: TO LEAD THE CHILD TO AN INCREASED AWARENESS OF MOVEMENT THROUGH THE OBSERVATION AND ANALYSIS OF THE PRODUCTIONS OF CLASSMATES OR OF CHOREOGRAPHIC WORKS.					
5.1 To note what has been perceived while watching movements or dances.			T		
5.1.1 To describe verbally the emotions aroused while observing dances and movements.					
5.1.2 To understand generally the emotional implications for the participants in a group or individual production or in a simple choreographic work.					

DRAMA

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
OVERALL OBJECTIVE TO ENABLE THE CHILD TO LEARN DRAMATIC LANGUAGE AS A MEANS OF EXPRESSION AND COMMUNICATION, THROUGH PLAY-RELATED GROUP ACTIVITIES WHICH INVOLVE ALL DIMENSIONS OF THE PERSONALITY.					
TO PERCEIVE					
1.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP HIS ABILITY TO INTERNALIZE SENSATIONS AND EMOTIONS ARISING FROM CONTACT WITH HIS ENVIRONMENT IN ORDER TO BECOME MORE ATTUNED TO THE WORLD AND TO ENRICH HIS POWERS OF EXPRESSION.					
1.1 To develop the ability to stop, relax, and become aware of environmental stimuli.			T		
1.1.1 To explore movements of general relaxation (stretching, yawning, movement).					
1.1.2 To explore immobility in contrast to mobility.					
TO EXPRESS (TO ACTUALIZE): EXPLORATION					
2.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO BECOME AWARE OF HIS BODY'S POTENTIAL FOR EXPRESSION AND COMMUNICATION.					
2.1 To move freely, alone and with a partner.			T		
2.1.1 To explore the basic movement (various steps and leaps: animal and other gaits).					
2.1.2 To explore the range of possible body movements from the least to the greatest (growth of a plant - hatching of an egg).					
2.1.3 To become aware of the parts of the body (stringed puppets).					
2.1.4 To move the various parts of the body in relation to one another (meshing).					
3.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO BECOME AWARE OF HIS VOICE'S POTENTIAL FOR EXPRESSION AND COMMUNICATION.					
3.1 To try out the varieties of sounds which the human voice can produce.			T		
3.1.1 To explore the normal human sounds (breathing, panting).					
3.1.2 To explore spontaneous sounds related to everyday activities (pushing, pulling).					
3.1.3 To explore the imitation of the sounds of the environment (animal noises, the noise of machines and other everyday objects).					
4.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO BECOME AWARE OF THE VARIOUS WAYS IN WHICH HIS ENVIRONMENT (SPACE) MAY BE USED IN EXPRESSION AND COMMUNICATION.					
4.1 To move comfortably in situations which involve simple interactions.			T		
4.1.1 To occupy his appropriate space (opening and closing: butterfly).					
4.1.2 To explore simple movements in various patterns (snake-like, zigzag, circle).					
4.1.3 To become spatially oriented in terms of visual, auditory, and tactile references.					
4.1.4 To move in coordination with a partner in a definite space.					

DRAMA

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
4.1.5	To explore simple changes in level (height: giraffe; low: crouching frog).					
5.0	**GENERAL OBJECTIVE: TO ENABLE THE CHILD TO BECOME AWARE OF THE VARIOUS WAYS IN WHICH OBJECTS IN HIS ENVIRONMENT MAY BE USED IN EXPRESSION AND COMMUNICATION.**					
5.1	**To explore the use of objects as supports for his motions and movements.**			T		
5.1.1	To explore the physical properties of objects: shape, texture, colour.					
5.1.2	To explore possible relationships between the body and objects: - space relationships: above-inside; - shape relationships: body form - object form.					
5.1.3	To move with the help of an object, alone, or with a peer.					
5.1.4	To explore the possibilities for action when the object is used: - in the normal way; - imaginatively (a chair becomes a tree-house).					
	TO EXPRESS (TO ACTUALIZE): EXPRESSION - COMMUNICATION					
6.0	**GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP AN AWARENESS OF NON-VERBAL LANGUAGE AND THE ABILITY TO USE IT IN EXPRESSION AND COMMUNICATION.**					
6.1	**To try out the use of poses, gestures, and movement in the expression of feelings, emotions, and ideas, individually and in pairs.**			T		
6.1.1	To react spontaneously by gestures, movements, and poses to sounds, words, and pictures.					
6.1.2	To improvise individually poses, gestures, and movements in response to: - sounds (music) or words (a story); - an object: real or imaginary; - a theme.					
6.1.3	To react spontaneously to the poses, gestures, and movements of a peer related to a single isolated action.					
7.0	**GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP A FEELING FOR WORDS AND SPEECH, AND THE ABILITY TO USE THEM IN VERBAL EXPRESSION AND COMMUNICATION.**					
7.1	**To develop the relationship between the sender (speaker) and the recipient (listener) in simple verbal exchanges.**			T		
7.1.1	To participate in the development of a chain story.					
7.1.2	To improvise a dialogue or story from a concrete example: - a series of pictures; - one or two objects.					
8.0	**GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP THE ABILITY TO USE BOTH VERBAL AND NON-VERBAL LANGUAGES SIMULTANEOUSLY IN EXPRESSION AND COMMUNICATION.**					
8.1	**To make simultaneous use of the voice, speech, the body, and the environment, while paying attention and listening to another, in order to express and communicate sensations, emotions, and ideas, in situations involving spontaneous interaction between partners.**			T		
8.1.1	To improvise in pairs the words, sounds, poses, gestures, and movements related to a single specific activity.					

DRAMA

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
8.1.2	To improvise in pairs the words, sounds, poses, gestures and actions related to: - characters and elements of a story, as given; - one or more objects; to provide continuing action.					
	TO RESPOND (TO REACT)					
9.0	**GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP THE ABILITY TO GRASP THROUGH RETROSPECTIVE REFLECTION THE SENSATIONS, EMOTIONS, AND IDEAS EXPRESSED SPONTANEOUSLY DURING AN ACTIVITY, AND TO IDENTIFY THE MEANS USED IN THEIR EXPRESSION.**					
9.1	**To identify some of the sensations, emotions, and ideas felt or expressed during an activity.**			T		
9.1.1	To review mentally the development of an activity.					
9.1.2	To verbalize the main points of an activity with one or two others or with the group.					
9.1.3	To transpose all or part of an activity into another medium (writing, drawing, etc.).					

MUSIC

A: Addressed
M: More evaluation needed

OVERALL OBJECTIVE

TO PROVIDE THE CHILD WITH A VARIETY OF MUSICAL EXPERIENCES SO AS TO ELICIT PERSONAL AND MEANINGFUL RESPONSES TO THE PHENOMENON OF SOUND ON BOTH AFFECTIVE AND COGNITIVE LEVELS.

1.1.0 GENERAL OBJECTIVE: TO DEMONSTRATE SIMPLE LISTENING SKILLS IN TERMS OF AUDITORY DISCRIMINATION, INNER LISTENING, AND AUDITORY MEMORY.

			Level 1	Level 2	Level 3	A	M
1.1.1		**To recognize and use increasingly loud and soft sounds.**			T •–•		
	1.1.1.1	To recognize and use 2 dynamic levels: loud and soft.	•–•	•–•			
1.1.2		**To classify instruments around him according to how they produce sound.**			T •–•		
	1.1.2.1	To identify sounds around him according to how they are produced.	•–•				
	1.1.2.2	To recognize the source and direction of a sound.	•–•				
	1.1.2.3	To identify instruments around him according to how they produce sound.	•–•				
	1.1.2.4	To recognize instruments around him according to how they produce sound.		•–•			
	1.1.2.5	To recognize instruments made by classmates according to how they produce sound.		•–•			
	1.1.2.6	To explain in his own words how tone colour is determined by the mode of sound production.		•–•			
	1.1.2.7	To classify instruments made by classmates according to a number of pre-established criteria.			•–•		
1.1.3		**To identify contrasts in the tone colour of the speaking and singing voice of a man, women, and of a child.**			T •–•		
	1.1.3.1	To distinguish between a speaking voice and a singing voice.		•–•			
1.1.4		**To recognize a moderate tempo.**			T •–•		
	1.1.4.1	To distinguish between fast and slow tempos.	•–•				
	1.1.4.2	To recognize fast and slow tempos.		•–•			
1.1.5		**To recognize and use a number of simple rhythm patterns.**			T •–•		
	1.1.5.1	To recognize the difference between sound and silence.	•–•				
	1.1.5.2	To repeat a number of simple rhythm patterns.	•–•				
	1.1.5.3	To recognize a number of simple rhythm patterns.		•–•			
1.1.6		**To use a simple ostinato.**			T •–•		
	1.1.6.1	To create beats.	•–•				
	1.1.6.2	To distinguish between beat and rhythm.		•–•			

MUSIC

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
1.1.7	To recognize sounds in the middle register.			T →		
1.1.7.1	To recognize extremely high and low sounds.	→				
1.1.7.2	To recognize high and low sounds.		→			
1.1.8	To recognize and use the pattern of a particular sound sequence.			T →		
1.1.8.1	To distinguish between sounds that move upward and sounds that move downward.		→			
1.1.8.2	To recognize repeated sounds that have the same pitch.			→		
1.1.9	To hear in his head (mentally) the different qualities of the sounds used.	→	→	T →		
1.1.10	To repeat from memory simple arrangements of sounds that contain the different musical qualities studied.	→	→	T →		
1.2.0	GENERAL OBJECTIVE: TO RECOGNIZE THE FORM OF A PATTERN OF SOUNDS.					
1.2.1	To recognize and use the AB musical form.			T →		
1.2.1.1	To recognize the beginning and end of a pattern of sounds.	→				
1.2.1.2	To recognize repetitions and contrasts.		→			
1.2.2	To recognize and sing a 2-part round.			T →		
1.3.0	GENERAL OBJECTIVE: TO NAME SOME OF THE ELEMENTS OF MUSICAL LANGUAGE AND TO REPRESENT THEM IN DIFFERENT NOTATIONAL FORMS.					
1.3.1	To name the elements of musical language used.			T →		
1.3.1.1	To name some of the elements of musical language used.		→			
1.3.2	To invent some simple systems of symbols to represent the elements of musical language used.			T →		
1.4.0	GENERAL OBJECTIVE: TO USE DIFFERENT MEANS AND TECHNIQUES OF EXPRESSION.					
1.4.1	To express the different elements of music through appropriate body movements.	→	→	T →		
1.4.2	To reproduce simple melodies and sound effects vocally.	→	→	T →		
1.4.3	To play a variety of more complex instruments.			T →		
1.4.3.1	To play a variety of simple instruments.	→	→			
1.5.0	GENERAL OBJECTIVE: TO EXPRESS HIS OWN EXPRESSIONS OF SOUND AND EMOTIONS HE HAS EXPERIENCED THROUGH CREATIVE INDIVIDUAL AND GROUP MUSIC ACTIVITIES.					
1.5.1	To participate in creative group music activities.			T →		
1.5.1.1	To organize sounds in a personal and expressive way.	→	→			

MUSIC

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
1.6.0	GENERAL OBJECTIVE: TO FIND SIMILARITIES BETWEEN THE MUSIC HE CREATES, AND THE MUSIC OF THE PAST AND THE PRESENT.					
1.6.1	To recognize familiar elements of music in simple pieces from the past and the present.	↔	↔	T ↔		
1.7.0	GENERAL OBJECTIVE: TO COMMUNICATE HIS EMOTIONAL RESPONSES TO HIS MUSICAL EXPERIENCES IN VARIOUS WAYS.					
1.7.1	To express the emotions evoked in him during musical experiences.	↔	↔	T ↔		
1.8.0	GENERAL OBJECTIVE: TO EVALUATE THE MUSIC HE HAS CREATED IN ORDER TO IMPROVE IT.					
1.8.1	To discuss with his classmates the different musical qualities used.			T ↔		

VISUAL ART

A: Addressed
M: More evaluation needed

			Level		A	M
		1	2	3		
	OVERALL OBJECTIVE TO LEAD THE CHILD TO PRODUCE AND RESPOND TO HIS IMAGE AT EACH STAGE OF HIS GRAPHIC EVOLUTION IN ORDER TO ACQUIRE AN INTUITIVE UNDERSTANDING OF HIMSELF AND HIS ENVIRONMENT.					
	TO PERCEIVE					
1.0	GENERAL OBJECTIVE: TO LEAD THE CHILD TO SELECT FROM AMONG THE SENSATIONS ARISING FROM CONTACT WITH LIFE AND THE ENVIRONMENT THOSE IDEAS WHICH HELP HIM TO GIVE FORM TO HIS IMAGE.					
1.1	**To develop his perceptive mechanisms at the level of "I" (the work of the various parts of the body), and of "we" (of action and of space) in individual and group sensory experiences.**			T		
1.1.1	To discover the form and arrangement of the body and environmental objects which he finds of emotional value.					
1.1.2	To discover the characteristics common to the parts of the body and to surrounding objects in order to bring out forms and colours.					
	TO EXPRESS: BASIC EXERCISES					
2.0	GENERAL OBJECTIVE: TO LEAD THE CHILD TO DEVELOP SPONTANEOUS AND DELIBERATE "GESTURES" IN HIS TECHNIQUES FOR TRANSFORMING MATERIALS, AND TO ACQUIRE THE CONCEPTS OF VISUAL LANGUAGE THROUGH THE BASIC EXERCISES.					
2.1	**To explore his "gestures" through the basic exercises of freedom and discovery, in two dimensional techniques involving methods, materials, and tools, at a level appropriate to his motor capacity and stage of graphic representation.**			T		
2.1.1	To draw lines, forms, and colours freehand with a pointed tool, in outline or with shading.					
2.1.3	To produce lines, forms, and colours by applying colours with a tool outline, or flat tint.					
2.1.5	To produce lines and forms by gluing torn, cut, or folded materials to a flat surface.					
2.1.7	To make an outline of lines and forms in soft materials with a pointed instrument.					
2.1.9	To produce lines and forms by using hand pressure to apply a colour coated pad, engraved or not, to a surface.					
2.2	**To explore his "gestures" through the basic exercises of freedom and discovery, in three dimensional techniques involving methods, materials, and tools, at a level appropriate to his motor capacity and stage of graphic representation.**			T		
2.2.1	To create relief and round relief forms in soft materials using the pinch, coil, or slab methods.					
2.2.2	To create objects in low, high, and round relief in soft materials using the pinch or coil method.					
2.2.3	To produce objects in relief and round relief by folding and shaping sheet (two dimensional) materials.					
2.2.4	To produce objects in low, high, and round relief by crinkling and stuffing sheet (two dimensional) materials.					
2.2.5	To produce stabiles by gluing or attaching objects together.					

VISUAL ART

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
2.3	To organize two and three dimensional space by using the techniques in the basic exploratory exercises.			T		
2.3.1	To list the elements of space.					
2.3.2	To juxtapose the elements in space.					
2.3.6	To modify colour, shape, and size of people and objects in keeping with distances.					
2.4	To explore the visual vocabulary through basic exploratory exercises using two or three dimensional techniques.			T		
2.4.1	To explore outlines.					
2.4.2	To explore the directions of simple and multiple lines.					
2.4.3	To explore the characteristics of lines (short and long, thin and thick, etc.).					
2.4.4	To explore angular and rounded forms.					
2.4.5	To explore the inside and outside of forms.					
2.4.6	To explore the dimensions of forms.					
2.4.7	To explore pure and compound colours.					
2.4.8	To explore the contrast between light and dark colours.					
2.4.9	To explore the characteristics of volumes.					
2.4.10	To explore the dimensions of volumes.					
2.5	To organize the plastic elements of visual language in two or three dimensional space, through the exploration of rhythm, balance, movement, dominance, using the techniques of the basic exploratory exercises.			T		
2.5.1	To explore rhythm by the repetition of lines, forms, and colours.					
2.5.2	To explore rhythm through the alternation of lines, forms, and colours.					
2.5.3	To explore balance through the grouping and spacing of lines, forms, and colours.					
2.5.4	To explore balance through the symmetrical and asymmetrical distribution of lines, forms, and colours.					
2.5.5	To explore movement by changing the direction and position of lines, forms, and colours.					
2.5.6	To explore lines, forms, colours, and textures in order to obtain the effects of dominance.					
	TO EXPRESS (PRODUCTION)					
3.0	**GENERAL OBJECTIVE: TO LEAD THE CHILD TO REPRESENT, EXPRESS, AND SYMBOLIZE HIS FEELINGS IN INDIVIDUAL OR GROUP PROJECTS BY MEANS OF TECHNIQUES AND VISUAL LANGUAGE.**					
3.1	To repeat the "gestures" learned through the basic exercises to produce an image from memory.			T		

VISUAL ART

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
3.3	To develop from memory themes involving his perception of existence and the environment.			T		
3.3.1	To represent himself in action.					
3.3.2	To represent himself and a friend in action.					
3.3.3	To represent his family, friend or friends, and acquaintances.					
3.3.4	To represent animals, plants.					
3.3.5	To represent the sun, moon, and stars.					
3.3.6	To represent divine beings.					
3.3.7	To represent his immediate surroundings: bedroom, home, yard, etc.					
3.3.8	To represent familiar places: school, dentist's office, store, etc.					
3.3.9	To represent familiar objects: toys, chair, table, etc.					
3.3.10	To represent the seasons, traditional and religious holidays.					
3.5	To organize two or three dimensional space in productions from memory, using the techniques acquired through the basic exercises, and in terms of his image.			T		
3.7	To use some plastic elements of visual language in productions from memory through the techniques already explored, and in terms of his image.			T		
3.9	To arrange the plastic elements of visual language in productions from memory in two or three dimensional space, exploring rhythm, balance, movement, and dominance by means of the techniques already explored and in terms of his image.			T		
	TO RESPOND					
4.0	**GENERAL OBJECTIVE: TO LEAD THE CHILD TO DISTINGUISH IN DESCRIPTIVE TERMS THE IDEA BEHIND THE IMAGE IN HIS OWN AND HIS CLASSMATES' PRODUCTIONS AND IN WORKS OF ART.**					
4.1	To discuss his image, that of his peers and works of art.			T		
4.1.1	To talk about his image.					
4.1.2	To communicate what he feels about his companions' productions.					
4.1.3	To communicate what he feels about works of art.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A: Addressed
M: More evaluation needed

	Level 1	Level 2	Level 3	A	M
MODULE 1 - SIGNS OF LIFE					
1.0 TO BECOME AWARE THAT GOD IS THE GIVER OF LIFE.					
1.1 Life around me.					
1.1.1 Understand that every living being needs care to grow and develop.	T ↔				
1.1.1.1 Distinguish different forms of life existing in the environment.					
1.1.1.2 Identify the needs of some living beings.					
1.1.2 Be attentive to someone or something who needs him or her to grow and develop.	T ↔				
1.1.2.1 Identify the care he or she can give to living beings surrounding him or her so that they can grow and develop.					
1.1.2.2 Illustrate some consequences of a need that has not been satisfied.					
1.2 Life within me.					
1.2.1 Understand that he or she is a human being fully alive.	T ↔				
1.2.1.1 Identify different signs of the life within oneself (breathing, heart, senses, etc.).					
1.2.2 Appreciate the capacities that make him or her different from other living beings.	T ↔				
1.2.2.1 Identify the capacities that distinguish him or her from other living beings (verbal and non-verbal communication, feelings of all kinds).					
1.2.2.2 Enumerate feelings linked to lived experience.					
1.2.2.3 Explain what he or she can do because of the capacities that distinguish him or her from other living beings.					
1.3 Names given to God, Giver of life.					
1.3.1 Know different names given to God, Giver of life.	T ↔				
1.3.1.1 Identify people who have given different names to God.					
1.3.2 Express in different ways that God is the Giver of life.	T ↔				
1.3.2.1 Identify various feelings related to the names given to God, Giver of life.					
1.3.2.2 Illustrate some names that he or she can assign to the Giver of life.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
MODULE 2 - JESUS IS FULLY ALIVE					
2.0 TO BECOME FAMILIAR WITH THE WORDS AND ACTIONS OF JESUS, WHO REVEALS GOD THE FATHER, GIVER OF LIFE.					
2.1 Jesus, bearer of Good News.					
2.1.1 Know some events in the life of Jesus that enable the pupil to say: Jesus is the bearer of Good News.	T •—•				
2.1.1.1 Identify some events in the life of Jesus (birth, growth, beginning of his work).					
2.1.1.2 Identify in each of these events signs that Jesus is the bearer of Good News.					
2.1.1.3 State in his or her own words the event in the life of Jesus that brings to mind that Jesus is the bearer of Good News.					
2.2 Jesus reveals God the Father, Giver of life.					
2.2.1 Understand how Jesus reveals his Father, Giver of life.	T •—•				
2.2.1.1 Identify some of the actions and words of Jesus.					
2.2.1.2 Enumerate some of the words of Jesus when he spoke to his Father.					
2.2.2 Be attentive to the actions he or she can undertake in order to sustain life.	T •—•				
2.2.2.1 Select some of the words and actions of Jesus that generate life.					
2.2.2.2 Among the words and actions of Jesus, distinguish those that particularly express: God is Father, Giver of life.					
2.3 Jesus still lives.					
2.3.1 Understand that through the death-resurrection event, life bursts forth renewed in Jesus.	T •—•				
2.3.1.1 Identify the different stages of the death-resurrection of Jesus.					
2.3.1.2 Identify some signs by which he or she recognizes that life bursts forth renewed after the death-resurrection of Jesus.					
2.3.2 Positively welcome the Good News discovered by the disciples of Emmaus, after the death of Jesus.	T •—•				
2.3.2.1 Illustrate the moment when the disciples of Emmaus discovered the Good News: Jesus.					
MODULE 3 - THE SPIRIT OF JESUS, SOURCE OF CHRISTIAN ACTION					
3.0 TO BECOME AWARE THAT THE SPIRIT OF JESUS INITIATES CHRISTIAN ACTION AND THAT THROUGH IT, CHRISTIANS SAY: JESUS LIVES!					
3.1 The Spirit of Jesus, Source of Christian action.					
3.1.1 Recognize that the Spirit of Jesus is the Source of Christian action.	T •—•				
3.1.1.1 Enumerate some things Christians do in a spirit of listening, sharing, helping, praying.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
3.1.1.2 State that each time Christians share, help one another, pray, bring joy, forgive, it is the Spirit of Jesus working through them.					
3.1.1.3 Identify what it is that makes Christians act according to the Spirit of Jesus.					
3.1.2 Express the Good News in different ways: Jesus lives by his Spirit.	T ↔				
3.1.2.1 Illustrate what each of us could do to show Jesus still lives and that his Spirit is the Source of Christian action.					
MODULE 4 - SIGNS OF FRIENDSHIP					
4.0 TO BECOME AWARE OF THE IMPORTANCE OF FRIENDSHIP IN HIS OR HER LIFE.					
4.1 Friendship within and around me.					
4.1.1 Understand how friendship is manifested within and around him or her.		T ↔			
4.1.1.1 Enumerate actions and words that are expressions of friendship.					
4.1.2 Appreciate some of the benefits of friendship.		T ↔			
4.1.2.1 Identify some of the benefits of friendship.					
4.1.2.2 List signs of friendship that were a benefit to him or her.					
4.1.2.3 Illustrate in various ways the words and actions of friendship.					
4.2 To become a friend.					
4.2.1 Understand that to become a friend, there are steps and important conditions to respect.		T ↔			
4.2.1.1 Identify important moments that marked the beginning of a friendship.					
4.2.1.2 Enumerate conditions essential for the growth and maintenance of a friendship.					
4.2.1.3 Recall moments when he or she took the first steps to gain a friend or maintain a relationship.					
4.2.2 Accept to participate in activities in which he or she can express friendship.		T ↔			
4.2.2.1 Choose some actions by which he or she expresses the meaning of friendship (steps and conditions).					
MODULE 5 - FRIENDSHIP IN THE LIFE OF JESUS AND IN THE LIVES OF CHRISTIANS					
5.0 TO RECOGNIZE THE PLACE OF FRIENDSHIP IN THE LIFE OF JESUS AND IN THE LIVES OF CHRISTIANS.					
5.1 Jesus, a friend.					
5.1.1 Know some acts of friendship in the life of Jesus.		T ↔			
5.1.1.1 Identify moments when Jesus manifested his friendship.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A: Addressed
M: More evaluation needed

	Level 1	Level 2	Level 3	A	M
5.1.1.2 Identify words and actions by which Jesus manifested his friendship.					
5.1.2 Show interest for the friendship of which Jesus bore witness to his friends.					
5.1.2.1 Illustrate ways of responding to the friendship of Jesus.					
5.2 Christian life in communion.					
5.2.1 Understand that Christians show friendship by life in communion, in accordance with the Spirit of Jesus.		T ↔			
5.2.1.1 Enumerate signs of life in communion, life together.					
5.2.1.2 Identify actions, words, or plans that manifest Christian life in communion.					
5.2.2 Appreciate the actions of Christians favouring life in communion according to the Spirit of Jesus.		T ↔			
5.2.2.1 Choose actions, words, or plans in the lives of Christians that explain the meaning of life in communion in accordance with the Spirit of Jesus.					
5.2.2.2 Explain what he or she understands by life in communion in accordance with the Spirit of Jesus.					
MODULE 6 - THE "I LOVE YOU" THAT BRINGS ABOUT CHANGE					
6.0 TO DISCOVER THAT THE ACTS OF FRIENDSHIP OF JESUS ARE PERSONAL INVITATIONS TO LIVE IN COMMUNION WITH HIM.					
6.1 Personal signs of the friendship of Jesus.					
6.1.1 Know personal signs of the friendship of Jesus.		T ↔			
6.1.1.1 Identify actions, words, and plans that are signs of friendship and communion.					
6.1.1.2 Name persons who, according to him or her, are signs of the friendship of Jesus.					
6.1.2 Be attentive to the signs by which Jesus expresses friendship to him or her.		T ↔			
6.1.2.1 Enumerate some events in which Jesus tells him or her personally of his friendship (birth, Baptism, etc.).					
6.1.2.2 Identify Reconciliation and the Eucharist as particular signs of the friendship of Jesus.					
6.1.2.3 Illustrate how Jesus is a sign of friendship in the Eucharist.					
6.1.2.4 Illustrate in different ways personal signs of the friendship of Jesus.					
6.2 In my own way I can be a sign of the friendship of Jesus.					
6.2.1 Understand that he or she can be a sign of the friendship of Jesus.		T ↔			
6.2.1.1 Name persons to whom he or she can express friendship through actions, words, etc.					
6.2.1.2 Enumerate ways in which he or she can be a sign of the friendship of Jesus.					

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
6.2.2 Express friendship for Jesus in different ways - actions, words, plans.		T ↔			
6.2.2.1 Illustrate, using Mt. 25:31-45, some ways of being a sign of the friendship of Jesus.					
6.2.2.2 Repeat in his or her own words what is important to do in order to be a sign of the friendship of Jesus.					
MODULE 7 - THE EARTH, OUR HOME, GIFT FROM THE FATHER					
7.0 TO UNDERSTAND THAT GOD THE FATHER MADE THE EARTH, OUR HOME, AND THAT HE CALLS EACH PERSON TO BE A CO-CREATOR.					
7.1 The earth, our home.					
7.1.1 Understand that the earth is our home.			T ↔		
7.1.1.1 Enumerate different forms of life found on earth.					
7.1.1.2 Identify some examples showing that the earth is our home.					
7.1.2 Take interest in the efforts made so that the earth may be our home.			T ↔		
7.1.2.1 Illustrate how he or she sees the earth, our home.					
7.1.2.2 Explain why the earth is our home.					
7.2 The earth, gift from the Father.					
7.2.1 Recognize that the earth is a gift from the Father.			T ↔		
7.2.1.1 Identify the verses of the story of creation showing that the earth is a gift from the Father.					
7.2.1.2 Imagine the behaviour of those who recognize that the earth is a gift from the Father.					
7.2.2 Accept to participate in activities expressing gratefulness for the earth, gift from the Father.			T ↔		
7.2.2.1 Compose a prayer or poem expressing gratefulness to the Creator of the earth, our home.					
7.3 Ways of being a co-creator.					
7.3.1 Understand some implications of being co-creator of the earth, gift from the Father.			T ↔		
7.3.1.1 Identify persons who participate in the work of creation.					
7.3.1.2 Identify forms of responsibility illustrating the meaning of being a co-creator.					
7.3.2 Accept to make a contribution expressing the fact that he or she is co-creator of the earth, gift from the Father.			T ↔		
7.3.2.1 Imagine a plan or activity wherein he or she cites his or her "co-creator" contribution to making this a better world.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A: Addressed
M: More evaluation needed

	Level 1	Level 2	Level 3	A	M
MODULE 8 - THE DREAM OF GOD OUR FATHER					
8.0 TO DISCOVER THAT JESUS REVEALS AND FULFILLS THE FATHER'S DREAM AND THAT CHRISTIANS TODAY ARE INVITED TO CARRY ON THE DREAM.					
8.1 Jesus and the Father's Dream.					
8.1.1 Understand that Jesus came on earth to reveal and fulfill the Father's Dream.			T →		
8.1.1.1 Identify words and actions through which Jesus tells of his love for our earth and his desire to fulfill the Father's Dream.					
8.1.1.2 Identify words and actions through which Jesus reveals and fulfills the Father's Dream.					
8.1.1.3 Identify a particular moment in which Jesus fulfills the Father's Dream.					
8.1.1.4 Identify a prayer in which Jesus specifies the Father's Dream.					
8.1.1.5 Choose some of the words or actions of Jesus that help the pupil to know about the Father's Dream.					
8.1.1.6 Explain what Jesus says to him or her concerning the Father's Dream.					
8.2 The Christian and the Father's Dream.					
8.2.1 Recognize Baptism as an invitation to continue the Father's Dream with others.			T →		
8.2.1.1 Identify the words and actions in the celebration of Baptism that are invitations to continue the Father's Dream.					
8.2.1.2 Enumerate ways of personally answering the invitation received at Baptism.					
8.2.2 Accept to perform actions indicating his or her contribution to the fulfillment of the Father's Dream.			T →		
8.2.2.1 Imagine an activity expressing his or her contribution to the fulfillment of the Father's Dream.					
MODULE 9 - SIGNS OF THE ACTION OF THE SPIRIT OF JESUS IN THE FULFILLMENT OF THE FATHER'S DREAM					
9.0 TO BECOME AWARE THAT THROUGH THE ACTION OF THE SPIRIT OF JESUS, THE DREAM OF THE FATHER IS BEING FULFILLED.					
9.1 Signs of the action of the Spirit of Jesus in the fulfillment of the Father's Dream.					
9.1.1 Recognize signs of the action of the Spirit of Jesus in the fulfillment of the Father's Dream.			T →		
9.1.1.1 Identify signs of the action of the Spirit of Jesus in the fulfillment of the Father's Dream.					
9.1.2 Understand that the Church is the particular sign of the action of the Spirit of Jesus in the fulfillment of the Father's Dream.			T →		

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
9.1.2.1	Identify words, actions, and plans showing that the Church was born to continue the Father's Dream.					
9.1.2.2	Select particular signs that recall that the Father's Dream is continued in the Church.					
9.1.3	Accept to perform actions showing solidarity in the fulfillment of the Father's Dream.			T →		
9.1.3.1	Illustrate in his or her own way, how he or she can be a sign of the action of the Spirit of Jesus by participating with others in the fulfillment of the Father's Dream.					

ENGLISH LANGUAGE ARTS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
GENERAL OBJECTIVE: THE STUDENT WILL VIEW ENGLISH AS A DYNAMIC AND LIVING LANGUAGE.					
1.1. By responding to a wide variety of listening activities in meaningful contexts.	•–•	•–•	•–•		
(INDICATORS)					
- Recreates stories.					
- Recognizes and responds to characters in stories, plays, poems...					
- Recognizes important incidents.					
- Relates personal experiences to ideas and concepts.					
- Expresses personal viewpoints about ideas and concepts heard.					
- Makes judgements.					
- Expresses attention/reaction in non-verbal behaviours.					
- Repeats expressive phrases spontaneously.					
GENERAL OBJECTIVE: THE STUDENT WILL RECOGNIZE THE IMPORTANCE OF INTERACTING WITH PEERS AND OTHERS.					
2.1. By listening and responding for specific purposes in meaningful contexts.	•–•	•–•	•–•		
(INDICATORS)					
- Asks questions to clarify and/or to probe what has been heard.					
- Refers to input of others in order to:					
- explain own views;					
- offer new information.					
- Follows directions by performing task(s).					
- Detects mood, emotion, intent through:					
- pitch/stress of voice;					
- choice of words.					
- Reacts to messages of peers and others.					
- Explains behaviour of story characters.					
- Relates the specific information that he/she was listening for.					
- Recreates stories in e.g.: words, pictures, dramatizations.					

ENGLISH LANGUAGE ARTS

A : Addressed
M : More evaluation needed

	Level 1	Level 2	Level 3	A	M
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP EFFECTIVE LANGUAGE-THINKING STRATEGIES.					
3.L By hearing, responding to and making sense of messages in a variety of language registers.	↔	↔	↔		
(INDICATORS)					
- Describes his/her understanding.					
- Understands context of interaction between speaker and audience.					
- Explains speaker's message/intention.					
- Explains response to levels of formality (choice of language, pitch, tone) in given situations.					
- Distinguishes fact from fiction.					
- Asks questions to probe and clarify.					
- Explains response to persuasive techniques.					
- Judges effectiveness of speaker's message and intention.					
GENERAL OBJECTIVE: THE STUDENT WILL CONSTRUCT HIS/HER VIEW OF THE WORLD.					
4.L By responding to the oral communications of others and assessing the interaction.	↔	↔	↔		
(INDICATORS)					
- Asks questions in order to clarify information and ideas.					
- Recognizes causal/effect relationships:					
- in events which occur in everyday life;					
- in thoughts, feelings and actions of people in stories and in real life.					
- Explores what made a communication effective.					
- Emulates what is recognized as effective communication.					
- Explains own agreement or disagreement with a given communication.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP AN APPRECIATION OF THE USE AND POTENTIAL OF THE ENGLISH LANGUAGE.					
5.L By responding to language cues in a variety of meaningful listening contexts.	↔	↔	↔		
(INDICATORS)					
- Shares reactions to speaker's/author's:					
- message;					
- choice of language;					
- story pattern.					
- Recreates author's description through e.g.: puppetry, drawing, dramatization.					

ENGLISH LANGUAGE ARTS

A : Addressed
M : More evaluation needed

	Level 1	2	3	A	M
- Predicts outcomes based on language cues e.g.:					
- rhythm/rhyme;					
- sentence structure;					
- sequence;					
- repetition;					
and story conventions; e.g.:					
- number; e.g.: "The Three Little Pigs";					
- time sequence; e.g.: spring, summer, fall;					
- cumulative structures; e.g.: "The House That Jack Built";					
- problem/tasks/solution; e.g.: fairy tales.					
- Expresses reasons for his/her interpretation of mood, emotion and intent of speaker/author.					
GENERAL OBJECTIVE: THE STUDENT WILL VIEW ENGLISH AS A DYNAMIC AND LIVING LANGUAGE.					
1.S By engaging in a variety of interactions within meaningful contexts that talking makes possible.	←	↔	→		
(INDICATORS)					
- Responds to the rhythmic nature of language.					
- Repeats expressive phrases.					
- Talks about stories, plays, poems and events.					
- Tells stories.					
- Dramatizes stories, plays, events.					
- Explores ideas and feelings through play.					
- Explores ideas and feelings through talk.					
- Records, reports and generalizes about events and incidents.					
- Converses in a variety of situations.					
- Discusses in a variety of situations.					
GENERAL OBJECTIVE: THE STUDENT WILL RECOGNIZE THE IMPORTANCE OF INTERACTING WITH PEERS AND OTHERS.					
2.S By participating in purposeful formal and informal speaking situations in meaningful contexts.	←	↔	→		
(INDICATORS)					
- Asks questions and makes requests to fulfil needs.					
- Gives instructions that are understood.					

ENGLISH LANGUAGE ARTS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
- Talks with, rather than at, other members of group.					
- Takes part without monopolizing.					
- Disagrees courteously.					
- Engages in e.g.: choral speaking and dramatization as a co-operating member.					
- Contributes ideas to group or class story/discussion.					
- Talks about books.					
- Contributes actively to group or class creative activities.					
- Reports on topics.					
- Participates in exploratory talk with peers.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP EFFECTIVE LANGUAGE THINKING STRATEGIES.					
3.5 By using various language registers and judging the effectiveness and appropriateness of specific oral communications.					
(INDICATORS)					
- Uses language appropriately when:					
- telling a story, presenting information, explaining a process, interviewing, describing;					
- talking about stories, events, issues;					
- working with others to find a problem or to solve a problem;					
- taking part in group discussions.					
- Participates in role playing situations.					
- Chooses appropriate level of formality according to the relationship between speaker and audience in a particular context.					
- Asks questions to probe and clarify.					
GENERAL OBJECTIVE: THE STUDENT WILL CONSTRUCT HIS/HER VIEW OF THE WORLD.					
4.5 By using his/her individual voice and viewpoint in all oral communications.					
(INDICATORS)					
- Engages in exploratory talk.					
- Expresses and explains personal feelings and thoughts.					
- Examines motivations and behaviours of story characters and relates these to his/her own.					
- Seeks answers to own questions in an effort to determine the validity of:					
- own perceived view;					
- the view of others.					

ENGLISH LANGUAGE ARTS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
- Formulates and reformulates ideas to accommodate viewpoint of others.					
- Demonstrates respect for others' viewpoints in the manner in which he/she responds.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP AN APPRECIATION OF THE USE AND POTENTIAL OF THE ENGLISH LANGUAGE.					
5.S By using the english language effectively and appropriately in a variety of meaningful speaking contexts.	↔	↔	↔		
(INDICATORS)					
- Plays with refrains; e.g.: chants, rhymes, jingles.					
- Takes an active part in oral presentations (conversations, discussions, plays, reports).					
- Chooses and uses language appropriate to situation.					
- Uses story conventions in storytelling and dramatizations.					
- Prepares questions for an interview and evaluates their effectiveness in terms of answers provided.					
- Uses language in innovative ways.					
GENERAL OBJECTIVE: THE STUDENT WILL VIEW ENGLISH AS A DYNAMIC AND LIVING LANGUAGE.					
1.R By responding to a wide variety of print in meaningful contexts.	↔	↔	↔		
(INDICATORS)					
- Reads every day.					
- Recreates stories.					
- Recognizes and responds to characters in stories, plays, and poems.					
- Recognizes and responds to important incidents.					
- Responds to ideas and concepts expressed in print.					
- Relates personal experiences to ideas and concepts.					
- Expresses personal viewpoints about ideas and concepts.					
- Makes judgements.					
GENERAL OBJECTIVE: THE STUDENT WILL RECOGNIZE THE IMPORTANCE OF INTERACTING WITH PEERS AND OTHERS.					
2.R By reading and responding to written material for specific purposes in meaningful contexts.	↔	↔	↔		
(INDICATORS)					
- Assumes the role of reader.					
- Reads for pleasure.					
- Reads for information.					
- Performs tasks according to printed directions.					

ENGLISH LANGUAGE ARTS

A : Addressed
M : More evaluation needed

	Level 1	Level 2	Level 3	A	M
- Shares with others what is particularly meaningful for him/her.					
- Shares with others his/her response to a story's mood and/or theme and/or characters and/or setting and/or plot.					
- Shares with others his/her response to the ideas in a written text.					
- Reads portions of text that: - provide answers to questions;					
- clarify statements made.					
- Constructs author's view of something to relate to others.					
- Reads to entertain, to inform and to persuade.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP EFFECTIVE LANGUAGE-THINKING STRATEGIES. **3.R By responding to and making sense of messages in a variety of written texts.**	↔	↔	↔		
(INDICATORS) - Uses familiar texts to demonstrate reading-like behaviour.	↔				
- Indicates a knowledge of the conventions of print: - print says something;	↔				
- directional conventions are left to right and top to bottom.	↔				
- Recognizes in print familiar words in context.					
- Uses the three cue systems to predict meanings (graphophonic, syntactic, semantic).					
- Uses the three cue systems to confirm or disconfirm meaning.					
- Uses cues as efficiently as possible to make sense of a text.					
- Uses ordering principles to organize information, e.g.: sequence, time, classification, cause-effect.					
- Terminates reading when purpose is accomplished.					
GENERAL OBJECTIVE: THE STUDENT WILL CONSTRUCT HIS/HER VIEW OF THE WORLD. **4.R By accommodating an author's message in the confirming or reshaping of his/her own expression and response.**	↔	↔	↔		
(INDICATORS) - Recognizes that what he/she reads has meaning.					
- Relates what he/she reads to his/her own experience.					
- Evaluates what he/she reads in terms of what he/she already knows.					
- Discusses feelings, thoughts and views about what he/she has read.					
- Compares own responses to those of others.					
- Re-evaluates original response.					

ENGLISH LANGUAGE ARTS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
- Examines motivations and behaviours of story characters and relates these to his/her own.					
- Makes judgements in terms of: - the real and the fantastic;					
- the possible and the impossible.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP AN APPRECIATION OF THE USE AND POTENTIAL OF THE ENGLISH LANGUAGE.					
5.R By enjoying and making judgements about written material in a variety of meaningful reading contexts.	←	—	→		
(INDICATORS)					
- Demonstrates reading-like behaviour in "reading" a book.	↔				
- Shares initial response to selection.					
- Explains his/her response to story's mood and/or theme and/or characters and/or setting and/or plot.					
- Explains response to ideas in a written text.					
- Selects examples from text to support judgements.					
- Retells story by using language and/or story pattern of author.					
GENERAL OBJECTIVE: THE STUDENT WILL VIEW ENGLISH AS A DYNAMIC AND LIVING LANGUAGE.					
1.W By engaging in the process of writing in a variety of forms within meaningful contexts.	←	—	→		
(INDICATORS)					
- Writes every day.					
- Expresses viewpoints and feelings in writing.					
- Tries out ideas in writing.					
- Makes hypotheses in a trial and error fashion about language and language use in writing.					
- Seeks response to own writing.					
- Shares writing with others.					
- Discovers ideas through writing.					
GENERAL OBJECTIVE: THE STUDENT WILL RECOGNIZE THE IMPORTANCE OF INTERACTING WITH PEERS AND OTHERS.					
2.W By communicating ideas and feelings in written form in meaningful contexts.	←	—	→		
(INDICATORS)					
- Assumes the role of writer.					
- Asks for words and ideas to be written down.	↔				
- Traces and/or copies words/phrases/sentences to convey own message to others.	↔				

ENGLISH LANGUAGE ARTS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
- Creates personal statements using known patterns (nursery rhymes, fairy tales, chanting verse).					
- Contributes to group or class: stories, plays, poems, songs.					
- Writes to share ideas/feelings with others in:					
- stories;					
- letters;					
- poems;					
- messages;					
- invitations;					
- ads;					
- plays;					
- reports.					
- Shows awareness that conventions of print are to help the reader understand what is written.					
- Uses conventions of print in his/her own writing to help the reader understand what is written.					
- Seeks opinions of others in the process of revising.					
- Seeks opinions of others in the process of proofreading.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP EFFECTIVE LANGUAGE-THINKING STRATEGIES.					
3.W By using various strategies to generate, to order, and to expand ideas in a variety of written forms.					
(INDICATORS)					
- Writes for various purposes and audiences:					
- self expression;					
- recording;					
- invention;					
- explaining/reporting.					
- Respects audience by revising to ensure that:					
- the message is clearly stated;					
- supporting details are relevant to the message.					
- Respects audience by proofreading to ensure that:					
- the presentation is legible and pleasing to the eye;					
- conventions of written expression are followed regarding spelling and punctuation.					

ENGLISH LANGUAGE ARTS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
GENERAL OBJECTIVE: THE STUDENT WILL CONSTRUCT HIS/HER VIEW OF THE WORLD.					
4.W By using his/her individual voice and viewpoint in all written communications.					
(INDICATORS)					
- Writes as a means of:					
- expressing his/her world;					
- remembering what he/she considers worth remembering;					
- ordering and making sense of experience;					
- clarifying new learning;					
- responding to ideas heard or read.					
- Invites response from others to what he/she has written in order to determine the effectiveness of his/her communication.					
- Responds to the written communications of others when requested.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP AN APPRECIATION OF THE USE AND POTENTIAL OF THE ENGLISH LANGUAGE.					
5.W By using written language in a variety of meaningful writing contexts.					
- Writes in expressive mode to:					
- convey personal feelings/ideas;					
- discover what he/she means;					
- explore best means of imparting message;					
- come to terms with new ideas.					
- Writes in transactional mode to:					
- record;					
- instruct;					
- inform;					
- explain.					
- Writes in poetic mode to:					
- create unique meanings by experimenting with patterns of language;					
- create unique meanings by using story elements.					
- Revises writing to make it clear, coherent and relevant for intended audience.					
- Proofreads writing for intended audience regarding conventions of print.					

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

OVERALL OBJECTIVE

THE NON-FRENCH SPEAKING PUPIL SHOULD BE ABLE TO USE FRENCH AS A MEANS OF COMMUNICATION IN SITUATIONS PERTAINING TO HIS NEEDS AND TO INTERESTS CHARACTERISTIC OF HIS AGE.

GENERAL OBJECTIVE 1: THE PUPIL SHOULD BE ABLE TO UNDERSTAND THE ORAL OR WRITTEN MESSAGES WHICH ARE ADDRESSED TO HIM IN A LIMITED NUMBER OF SITUATIONS FAMILIAR TO FRENCH-SPEAKING CHILDREN OF HIS AGE.

GENERAL OBJECTIVE 2: THE PUPIL SHOULD BE ABLE TO EXPRESS HIMSELF AND TO MAKE HIMSELF UNDERSTOOD ORALLY OR IN WRITING IN A LIMITED NUMBER OF SITUATIONS FAMILIAR TO FRENCH-SPEAKING CHILDREN OF HIS AGE.

4.1 DOMAIN: FACTUAL INFORMATION

		Level 1	Level 2	Level 3	A	M
4.1.1	Given a request to state his name, the name of another person, an animal, object, or event, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.1.2	Given a situation in which there is a need to know, the pupil should be able to ask another person to state his name, the name of another person, an animal, object, or event. (E2)		↔	T ↔		
4.1.3	Given a situation in which someone states his name, the name of another person, an animal, object, or event, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.1.4	Given a request to do so, the pupil should be able to state his name, the name of another person, an animal, object, or event. (E2)	↔	↔	T ↔		
4.1.5	Given the name of another person, an animal, object, or event, in writing, the pupil should be able to demonstrate understanding. (C)		↔	T ↔		
4.1.6	Given a request to state his age, the name of his school, his level in school, his telephone number, date of birth, or position in the family, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.1.7	Given a situation in which there is a need to know, the pupil should be able to ask someone his age, the name of his school, his telephone number, date of birth, or position in the family. (E2)		↔	T ↔		
4.1.8	Given a situation in which someone states his age, the name of his school, his level in school, his telephone number, date of birth, or position in the family, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.1.9	Given a request to do so, the pupil should be able to state his age, the name of his school, his level in school, his telephone number, date of birth, or position in the family. (E2)	↔	↔	T ↔		
4.1.10	Given an identification form with space for his name, his age, the name of his school, and his level in school, the pupil should be able to demonstrate understanding. (C)		↔	T ↔		
4.1.11	Given a question about his state of health, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.1.12	Given a situation in which there is a need to know, the pupil should be able to ask someone about his state of health. (E2)	↔	↔	T ↔		
4.1.13	Given a situation in which someone describes his state of health, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.1.14	Given an appropriate situation, the pupil should be able to describe his state of health. (E2)	↔	↔	T ↔		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level 1	Level 2	Level 3	A	M
4.1.15	Given a request to state the location of a person, object, animal, or place, the pupil should be able to demonstrate understanding. (C)			T		
4.1.16	Given a situation in which there is a need to know, the pupil should be able to ask about the location of a person, object, animal, or place. (E2)			T		
4.1.17	Given a situation in which someone states the location of a person, object, animal, or place, the pupil should be able to demonstrate understanding. (C)			T		
4.1.18	Given an appropriate situation, the pupil should be able to state the location of a person, animal, object, or place. (E2)			T		
4.1.19	Given a request for a description of the physical characteristics of an object or an animal, the pupil should be able to demonstrate understanding. (C)			T		
4.1.20	Given a situation in which there is a need to know, the pupil should be able to ask someone to describe the physical characteristics of an object or animal. (E2)			T		
4.1.21	Given a description of the physical characteristics of an object or an animal, the pupil should be able to demonstrate understanding. (C)			T		
4.1.22	Given a request to do so, the pupil should be able to describe the physical characteristics of an object or an animal. (E2)			T		
4.1.23	Given a situation in which someone recounts an event or a fact, or tells a short story, the pupil should be able to demonstrate understanding. (C)			T		
4.2	**DOMAIN: INTELLECTUAL ATTITUDES**					
4.2.1	Given a request for information about capability, the pupil should be able to demonstrate understanding. (C)			T		
4.2.2	Given a situation in which there is a need to know, the pupil should be able to ask about someone's capability. (E2)			T		
4.2.3	Given a statement about capability or incapability, the pupil should be able to demonstrate understanding. (C)			T		
4.2.4	Given an appropriate situation, the pupil should be able to state his capability or incapability. (E2)			T		
4.2.5	Given a situation in which someone offers him something, the pupil should be able to demonstrate understanding. (C)			T		
4.2.6	Given an appropriate situation, the pupil should be able to offer something to someone. (E2)			T		
4.2.7	Given a statement accepting or declining something, the pupil should be able to demonstrate understanding. (C)			T		
4.2.8	Given an appropriate situation, the pupil should be able to accept or decline something. (E3)			T		
4.2.9	Given a request for permission to do something or to go somewhere, the pupil should be able to demonstrate understanding. (C)			T		
4.2.10	Given an appropriate situation, the pupil should be able to ask for permission to do something or to go somewhere. (E2)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level 1	Level 2	Level 3	A	M
4.2.11	Given a situation in which someone gives him or refuses him permission, the pupil should be able to demonstrate understanding. (C)			T		
4.2.12	Given a request for permission to do something or to go somewhere, the pupil should be able to give or refuse permission. (E2)			T		
4.2.13	Given a situation in which someone expresses his lack of comprehension, the pupil should be able to demonstrate understanding. (C)			T		
4.2.14	Given an appropriate situation, the pupil should be able to express his lack of comprehension. (E2)			T		
4.2.15	Given a situation in which someone states that something is easy or difficult to do, the pupil should be able to demonstrate understanding. (C)			T		
4.2.16	Given an appropriate situation, the pupil should be able to state whether something is easy or difficult to do. (E3)			T		
4.3	**DOMAIN: AFFECTIVE ATTITUDES**					
4.3.1	Given a request for his reaction to an event or activity, the pupil should be able to demonstrate understanding. (C)			T		
4.3.2	Given a situation in which there is a need to know, the pupil should be able to ask someone for his reaction to an event or activity. (E2)			T		
4.3.3	Given a situation in which someone expresses his reaction to an event or activity, the pupil should be able to demonstrate understanding. (C)			T		
4.3.4	Given an appropriate situation, the pupil should be able to express his reaction to an event or activity. (E2)			T		
4.3.5	Given a request to express his like or dislike of something, the pupil should be able to demonstrate understanding. (C)			T		
4.3.6	Given a situation in which there is a need to know, the pupil should be able to ask someone if he likes something. (E2)			T		
4.3.7	Given a situation in which someone expresses his like or dislike of something, the pupil should be able to demonstrate understanding. (C)			T		
4.3.8	Given an appropriate situation, the pupil should be able to express his like or dislike of something. (E2)			T		
4.3.9	Given a request to express his like or dislike of a particular person or animal, the pupil should be able to demonstrate understanding. (C)			T		
4.3.10	Given a situation in which there is a need to know, the pupil should be able to ask someone if he likes a particular person or animal. (E2)			T		
4.3.11	Given a situation in which someone expresses his like or dislike of a particular person or animal, the pupil should be able to demonstrate understanding. (C)			T		
4.3.12	Given an appropriate situation, the pupil should be able to express his like or dislike of a particular person or animal. (E2)			T		
4.3.13	Given a question about his intention to do or not to do something, the pupil should be able to demonstrate understanding. (C)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
4.3.14	Given a situation in which there is a need to know, the pupil should be able to ask someone about his intention to do or not to do something. (E2)			T ←→		
4.3.15	Given a situation in which someone expresses his intention to do or not to do something, the pupil should be able to demonstrate understanding. (C)		←→	T ←→		
4.3.16	Given an appropriate situation, the pupil should be able to express his intention to do or not to do something. (E2)		←→	T ←→		
4.3.17	Given a situation in which someone asks him if he wants to have something, the pupil should be able to demonstrate understanding. (C)	←→	←→	T ←→		
4.3.18	Given a situation in which there is a need to know, the pupil should be able to ask someone if he wants to have something. (E2)		←→	T ←→		
4.3.19	Given a situation in which someone says that he wants to have something, the pupil should be able to demonstrate understanding. (C)	←→	←→	T ←→		
4.3.20	Given an appropriate situation, the pupil should be able to say that he wants to have something. (E2)	←→	←→	T ←→		
4.3.21	Given a situation in which someone expresses uncertainty, the pupil should be able to demonstrate understanding. (C)	←→	←→	T ←→		
4.3.22	Given an appropriate situation, the pupil should be able to express uncertainty. (E2)		←→	T ←→		
4.3.23	Given a situation in which someone expresses surprise, the pupil should be able to demonstrate understanding. (C)	←→	←→	T ←→		
4.3.24	Given an appropriate situation, the pupil should be able to express surprise. (E3)	←→	←→	T ←→		
4.3.25	Given a situation in which someone expresses annoyance, the pupil should be able to demonstrate understanding. (C)	←→	←→	T ←→		
4.3.26	Given an appropriate situation, the pupil should be able to express annoyance. (E2)			T ←→		
4.3.27	Given a situation in which someone asks him if he is afraid, the pupil should be able to demonstrate understanding. (C)	←→	←→	T ←→		
4.3.28	Given an appropriate situation, the pupil should be able to ask someone if he is afraid. (E2)			T ←→		
4.3.29	Given a situation in which someone expresses fear, the pupil should be able to demonstrate understanding. (C)	←→	←→	T ←→		
4.3.30	Given an appropriate situation, the pupil should be able to express fear. (E2)	←→	←→	T ←→		
4.4	**DOMAIN: GETTING THINGS DONE**					
4.4.1	Given an invitation to do something with someone, the pupil should be able to demonstrate understanding. (C)		←→	T ←→		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level 1	Level 2	Level 3	A	M
4.4.2	Given an appropriate situation, the pupil should be able to invite someone to do something with him. (E2)			T		
4.4.3	Given a situation in which he is requested to do something, the pupil should be able to demonstrate understanding. (C)			T		
4.4.4	Given an appropriate situation, the pupil should be able to request someone to do something. (E2)			T		
4.4.5	Given a sign on which an instruction to do something or to refrain from doing something is written, the pupil should be able to demonstrate understanding. (C)			T		
4.4.6	Given a written instruction, the pupil should be able to demonstrate understanding. (C)			T		
4.4.7	Given a warning, the pupil should be able to demonstrate understanding. (C)			T		
4.4.8	Given an appropriate situation, the pupil should be able to warn someone about something. (E2)			T		
4.4.9	Given a written warning, the pupil should be able to demonstrate understanding. (C)			T		
4.4.10	Given a request to repeat what he has said, the pupil should be able to demonstrate understanding. (C)			T		
4.4.11	Given an appropriate situation, the pupil should be able to ask someone to repeat what he has said. (E2)			T		
4.5	**DOMAIN: SOCIALIZING**					
4.5.1	Given a situation in which someone greets him, the pupil should be able to demonstrate understanding. (C)			T		
4.5.2	Given an appropriate situation, the pupil should be able to greet another person. (E3)			T		
4.5.3	Given a situation in which someone expresses his intention of leaving, the pupil should be able to demonstrate understanding. (C)			T		
4.5.4	Given an appropriate situation, the pupil should be able to express his intention of leaving. (E3)			T		
4.5.5	Given a situation in which he is introduced to someone, the pupil should be able to demonstrate understanding. (C)			T		
4.5.6	Given an appropriate situation, the pupil should be able to introduce one person to another. (E2)			T		
4.5.7	Given a situation in which someone starts a conversation with him, the pupil should be able to demonstrate understanding. (C)			T		
4.5.8	Given an appropriate situation, the pupil should be able to initiate a conversation. (E2)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
4.5.9	Given a situation in which someone starts a telephone conversation with him, the pupil should be able to demonstrate understanding. (C)			T ↔		
4.5.10	Given an appropriate situation, the pupil should be able to initiate a telephone conversation. (E2)			T ↔		
4.5.11	Given a situation in which someone answers him on the telephone, the pupil should be able to demonstrate understanding. (C)			T ↔		
4.5.12	Given an appropriate situation, the pupil should be able to answer the telephone. (E2)			T ↔		
4.5.13	Given a verbal invitation stating the nature of an event, the day, place, and names of the participants, the pupil should be able to demonstrate understanding. (C)			T ↔		
4.5.14	Given an appropriate situation, the pupil should be able to invite someone, stating the nature of the event, the day, place, and names of the participants. (E2)			T ↔		
4.5.15	Given a written invitation stating the nature of an event, the day, place, and names of the participants, the pupil should be able to demonstrate understanding. (C)			T ↔		
4.5.16	Given an appropriate situation, the pupil should be able to write an invitation stating the nature, day, and place of an event. (E4)			T ↔		
4.5.17	Given a situation in which he is congratulated, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.5.18	Given an appropriate situation, the pupil should be able to congratulate someone. (E2)	↔	↔	T ↔		
4.5.19	Given a situation in which he receives written congratulations, the pupil should be able to demonstrate understanding. (C)			T ↔		
4.5.20	Given a situation in which he is thanked, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.5.21	Given an appropriate situation, the pupil should be able to thank someone. (E3)	↔	↔	T ↔		
4.5.22	Given a written statement of thanks, the pupil should be able to demonstrate understanding. (C)			T ↔		
4.5.23	Given a situation in which someone replies to a statement of thanks, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.5.24	Given a situation in which someone thanks him, the pupil should be able to reply. (E2)		↔	T ↔		
4.5.25	Given a situation in which someone apologizes to him, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		
4.5.26	Given an appropriate situation, the pupil should be able to apologize to someone. (E3)		↔	T ↔		
4.5.27	Given a situation in which someone offers him good wishes, the pupil should be able to demonstrate understanding. (C)	↔	↔	T ↔		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
4.5.28	Given an appropriate situation, the pupil should be able to offer someone good wishes. (E3)			T		
4.5.29	When someone offers him good wishes in writing, the pupil should be able to demonstrate understanding. (C)			T		
4.5.30	Given an appropriate situation, the pupil should be able to express good wishes to someone in writing. (E4)			T		
4.5.31	Given a situation in which someone calls for help, the pupil should be able to demonstrate understanding. (C)			T		
4.5.32	Given an appropriate situation, the pupil should be able to call for help. (E3)			T		

BEHAVIOUR OBSERVATION FORM

Comprehension C The pupil is unable to show in any way that he has understood the message.
- Listening
- Reading C The pupil shows that he has understood the message in one of the following ways:
  - nonverbal:
    - a gesture or expression
    - a drawing
    - a tick mark
    - performing an action
    - etc.
  - verbal:
    - in language of instruction
    - in second language

Production E The pupil is unable to convey a message.
- Speaking
- Writing

E1 The pupil is able to convey a message despite errors in structure, pronunciation (in speaking), or spelling (in writing), but he requires help in doing so.

E2 The pupil is able to convey a message without help, despite errors in structure, pronunciation, or spelling.

E3 The pupil is able to convey a message without help, despite errors in pronunciation or spelling.

E4 The pupil conveys a message with the command of a native speaker of the same age.

MATHEMATICS

A : Addressed
M : More evaluation needed

Level 1	Level 2	Level 3	A	M

GENERAL OBJECTIVES

GENERAL EDUCATION OBJECTIVES

The Socio-Affective Domain

1. To show interest in mathematical activities.
2. To show creative interest and exactness in mathematical work.
3. To be able to work effectively in a group.
4. To acquire a certain autonomy in mathematical work.
5. To recognize the presence of mathematics in daily life.

The Psychometer Domain

6. To develop the child's psychomoter abilities.

The Intellectual Development Domain

7. To develop efficient methods and habits of work.
8. To develop intellectual habits particularly related to mathematical concepts.

Unifying Concepts

9. To use different means of expression provided by the world of sets to promote the development of logical thought and to permit a greater integration of the many concepts which are the subject of the child's learning.

MATHEMATICAL OBJECTIVES

10. To enable the child to explore and learn concepts, properties, relations, regularities and mathematical structures in the domain of numbers, geometry, and measurement.
11. To enable the child to use certain elements (verbal, graphical, and symbolic) of the mathematical language necessary or useful in communication in order that he may become progressively familiar with them.
12. To enable the child to keep up, maintain, and in certain cases automatize a certain number of skills and techniques in the domains of numbers, geometry, and measurement.
13. To develop the child's abilities to quantify situations and to apply appropriate solutions to them.

MATHEMATICS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
3.1 GENERAL EDUCATION OBJECTIVES.					
3.1.1 SOCIO-AFFECTIVE DOMAIN.					
1.0 To become aware of certain factors of mathematical activity related to exactness and creativity. (Gen. Obj. 2)	—	—	—		
1.1 To be concerned with showing presentable mathematical work.	—	—	—		
1.2 To show preference for simple and precise mathematical language in mathematical work (oral and written).	—	—	—		
1.3 To be sensitive to the quality of mathematical work according to the criteria of order, of precision, and graphic quality.	—	—	—		
1.4 To recognize that a problem might allow more than one solution.	—	—	—		
2.0 To become aware of the value of working in a group. (Gen. Obj. 3)	—	—	—		
2.1 To participate voluntarily in the development, the realization and the evaluation of a group task.	—	—	—		
2.2 To be prepared to submit his personal work, his difficulties, and his discoveries to his classmates.	—	—	—		
2.3 To participate in a discussion by expressing or listening to propositions, comments or objections according to the rules established.	—	—	—		
3.0 To show a desire to improve constantly. (Gen. Obj. 4)	—	—	—		
3.1 To persevere in mathematical activities in spite of difficulties encountered.	—	—	—		
3.2 To be prepared to explore new or unknown courses of inquiry.	—	—	—		
3.1.2 PSYCHOMOTOR DOMAIN (Gen. Obj. 6)					
4.0 To place objects in the environment in relation to each other.	—	—	—		
5.0 To use a given space following instructions.	—	—	—		
6.0 To establish spatial relationships between himself and those immediately around him.	—	—	—		
7.0 To perceive similarities and differences between objects and shapes.	—	—	—		
8.0 To recognize visually mathematical symbols, geometric figures, and colours.	—	—	—		
9.0 To distinguish left from right.	—	—	—		
10.0 To use the sense of touch to recognize or to compare shapes.	—	—	—		
11.0 To construct and to trace geometric figures with or without instruments.	—	—	—		
12.0 To use instruments such as the ruler, scissors, grids, etc., Properly.	—	—	—		
13.0 To write mathematical symbols legibly.	—	—	—		
14.0 To construct and to trace graphs and diagrams, observing the rules for their construction.	—	—	—		

MATHEMATICS

A : Addressed
M : More evaluation needed

	Level 1	Level 2	Level 3	A	M
3.1.3 THE INTELLECTUAL DEVELOPMENT DOMAIN (Gen. Obj. 7)					
15.0 To develop the habit of estimating and checking results. (Gen. Obj. 7)	→	→	→		
15.1 To classify data (objects, geometric figures, sets of numbers, various results, etc.) in an appropriate manner.	→	→	→		
16.0 To express data or results with true precision and reliable detail. (Gen. Obj. 7)	→	→	→		
16.1 To extricate similarities and differences between procedures.	→	→	→		
17.0 To compare different solutions to the same problem. (Gen. Obj. 8)	→	→	→		
18.0 To memorize the information necessary to pursue his studies. (Gen. Obj. 8)	→	→	→		
19.0 To generalize from specific cases. (Gen. Obj. 8)	→	→	→		
3.1.4 UNIFYING CONCEPTS (Gen. Obj. 9)					
20.0 To classify the elements of a set according to one or two properties.	→	→	→		
21.0 To apply a rule or a series of rules of conversion on the elements of a set; to state this rule or these rules.			→		
22.0 To construct and to use diagrams or graphs to represent a simple relationship.	→	→	→		
23.0 To read and to interpret a graph or a diagram.	→	→	→		
24.0 To make adequate use of the appropriate terms and symbols of sets judged essential for communication.	→	→	→		
24.1 To list the elements of a set.	→	→	→		
24.2 To determine whether or not an element belongs to a set.	→	→	→		
24.3 To identify and to name a common property of all the elements of a set.	→	→	→		
24.4 To identify, from among several sub-sets, the one or those which are included in a given set.	→	→	→		
24.5 To describe the sub-sets representing the union and the intersection of sets or the complement of a set.	→	→	→		
24.6 Given a set, to construct a sub-set and to describe it with the help of a property common to all its elements.	→	→	→		
24.7 To be familiar with the following diagrams: Carroll, Euler-Venn, tree.	→	→	→		
24.8 To be familiar with arrow and Cartesian graphs.	→	→	→		
24.9 To order the elements of a set.	→	→	→		
3.2 MATHEMATICAL OBJECTIVES					
3.2.1 NATURAL NUMBERS					
1.0 To recognize number as one of the properties of a set of elements.	→	→	T →		
1.1 To classify objects according to a given property.	→				

MATHEMATICS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
1.2 To list the elements of a set.	←→				
1.3 To identify a property which is common to all the elements of a set.	←→				
1.4 To construct a sequence from one or more properties.	←→				
1.5 To complete a sequence.	←→				
1.6 To compare the number of elements of two sets by one-to-one correspondence.	←→				
1.7 To order elements according to one or more properties.	←→				
2.0 To be familiar with the characteristics of base ten numeration.	←→	←→	T ←→		
2.1 To group and to regroup objects in different bases.	←→	←→	←→		
2.2 To group and regroup objects in base ten.	←→	←→	←→		
2.3 To describe a group of objects orally.	←→	←→			
2.4 To associate a number with a set of elements grouped in a given base.	←→	←→	←→		
2.5 To determine the value of a digit according to its place in a number.	←→	←→	←→		
2.6 To determine the value of a group of digits according to their place in a number.			←→		
2.7 To compose and to decompose a number representing a set of elements grouped in base ten.		←→	←→		
3.0 To read and to write all numbers less than 1000.	←→	←→	T ←→		
3.1 To read and to write the numbers from 0 to 69.	←→				
3.2 To read and to write the numbers from 0 to 99.	←→	←→			
3.3 To read and to write the numbers from 0 to 999.		←→	←→		
4.0 To order a set of numbers less than 1000.	←→	←→	T ←→		
4.1 To compare two numbers using illustrations.	←→				
4.2 To compare two numbers and to explain their relationship using an arrow diagram or using one of the following symbols: =, <, >.			←→		
4.3 To write a set of numbers in ascending order.	←→	←→	←→		
4.4 To write a set of numbers in descending order.		←→	←→		
4.5 To find the number which comes immediately before or immediately after a number, or which is situated between two numbers.	←→	←→	←→		
4.6 To identify the rank of an element in a set of numbers in which the elements are placed in a given order.	←→	←→	←→		
5.0 To be familiar with the meaning of the four operations on natural numbers.	←→	←→	←→		
5.1 To show addition concretely using the union of disjoint sets.	←→	←→			

MATHEMATICS

A : Addressed
M : More evaluation needed

	Level 1	Level 2	Level 3	A	M
5.2 To compare two disjoint sets to determine the difference between their cardinality.	↔	↔			
5.3 To add to or to subtract from the elements of a set.	↔	↔			
5.4 To find the number of missing elements required to complete a set.	↔	↔			
5.5 To transpose a word problem containing addition or subtraction into a mathematical statement.		↔	↔		
5.6 To transpose a word problem containing multiplication or division into a mathematical statement.			↔		
5.7 To establish the relationship witch exists between the operation of subtraction and the operation of addition.		↔	↔		
5.8 To illustrate the operation of multiplication or division using concrete materials or diagrams.			↔		
6.0 To perform mental or written addition and subtraction of numbers less than 1000.	↔	↔	T ↔		
6.1 To add mentally numbers whose sum is less than or equal to 10.	↔				
6.2 To construct addition tables in which the sums are less than or equal to 10.	↔				
6.3 To find the missing term in an addition operation.	↔	↔	↔		
6.4 To construct a sequence or to complete one, and to state the rule which allows its construction. **Examples:** - to count by 1's, 2's, by 3's, etc.; - functions + 2 - 1; - - 1 + 3; - + 3 - 2, etc. - families of operations: 7 + 8; 17 + 8; 27 + 8, etc.	↔	↔	↔		
6.5 To perform mentally subtractions in which the first term is less than or equal to 10.	↔				
6.6 To add mentally numbers in which the sum is less than or equal to 18.		↔	↔		
6.7 To perform mental subtractions in which the first term is equal to or less than 18.		↔	↔		
6.8 To find the missing term in a subtraction operation.		↔	↔		
6.9 To perform additions in which the sum is less than 100.		↔			
6.10 To perform additions of at most three numbers in which the sum is less than 1000.			↔		
6.11 To perform subtractions in which the first term is less than 100.		↔			
6.12 To perform subtractions in which the first term is less than 1000.			↔		
6.13 To add to or to subtract from a number one or more tens units.		↔	↔		
6.14 To add or to remove from a number one or more hundreds units.			↔		
6.15 To construct addition tables in which the sums are less than or equal to 18.		↔			
6.16 To estimate and to check the result of an operation.			↔		

MATHEMATICS

A : Addressed
M : More evaluation needed

	Level 1	Level 2	Level 3	A	M
7.0 To find the product of two numbers less than 10.	↔	↔	T ↔		
7.1 To construct multiplication tables in which the factors do not exceed 9.			↔		
7.2 To multiply, mentally and in writing, two numbers less than 10.			↔		
7.3 To find the missing term in a multiplication of two numbers less than 10.			↔		
3.2.2 GEOMETRY					
8.0 To make correct use of the mathematical terms and symbols judged essential for communication.	↔	↔	T ↔		
9.0 To explore the ideas of interior, exterior, and boundary.	↔	↔	T ↔		
9.1 To solve problems presented in the form of games including simple paths, regions, and boundaries.		↔	↔		
9.2 To identify and to construct boundaries and regions, in a plane or in space.	↔	↔			
9.3 To distinguish the interior from the exterior of an object or of a figure.	↔	↔			
10.0 To extricate certain characteristics of solids.	↔	↔	T ↔		
10.1 To classify objects according to criteria chosen by the child (colour, form, size, etc.).	↔				
10.2 To describe the form of an object.	↔	↔			
10.3 To classify a set of objects according to their forms.	↔	↔			
10.4 To associate solids with objects in the milieu.	↔	↔			
10.5 To describe solids according to their faces, their vertices, and their edges.		↔	↔		
10.6 To decompose a solid and to reconstruct it.			↔		
10.7 To construct solids from appropriate material.	↔	↔			
11.0 To be familiar with two dimensional figures from the observation of the faces of solids.	↔	↔	T ↔		
11.1 To seek in objects of his environment, shapes resembling circles, rectangles, squares, and triangles.	↔	↔			
11.2 To match a solid with the set of two dimensional shapes which form its surface.		↔	↔		
11.3 To draw and to construct the following shapes: square, triangle, rectangle, circle.	↔	↔	↔		
11.4 To compare different plane figures.			↔		
12.0 To carry out exploration activities involving the concept of symmetry.	↔	↔	T ↔		
12.1 To find the axes of symmetry of a figure by folding, cutting, tracing, or by using a mirror.		↔	↔		
12.2 To complete the missing part of a simple design given an axis of symmetry.			↔		
12.3 To determine if an object may be cut in two so as to form symmetrical parts.			↔		

MATHEMATICS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
13.0 To make correct use of the geometric terms judged essential for communication.	→	→	T →		
3.2.3 MEASUREMENT					
14.0 To estimate and to measure lengths in metres, decimeters, and centimetres.	→	→	T →		
14.1 To compare the length of two objects.	→				
14.2 To estimate and to measure the length of an object in non-standard units.	→	→			
14.3 To compare the lengths of different objects to a metre.	→				
14.4 To identify from among several objects of different lengths, that or those whose length is a metre.	→				
14.5 To estimate and to measure the length of an object to the nearer metre.		→	→		
14.6 To compare the length of different objects to a decimeter.		→			
14.7 To identify from among several objects of different lengths, that or those whose length is a decimeter.		→			
14.8 To estimate and to measure the length of an object to the nearer decimeter.		→	→		
14.9 To compare the length of different objects to a centimetre.			→		
14.10 To identify from among several objects of different lengths, that or those whose length is a centimetre.			→		
14.11 To estimate and to measure the length of an object to the nearest centimetre.			→		
14.12 To choose the most appropriate unit of measure (metre, decimeter, or centimetre) to measure the length of an object.		→	→		
14.13 To record the result of a measure of length, using the symbols "m", "dm", and "cm".		→	→		
15.0 To establish the relationships existing between the si units of length.	→	→	T →		
15.1 To graduate a metre using an object having the length of a decimeter.		→			
15.2 To establish the relationship between metre and decimeter.		→	→		
15.3 To graduate a decimeter using an object having the length of a centimetre.			→		
15.4 To estimate and to measure the length of an object in decimeter using a tool graduated in centimetres.			→		
15.5 To establish the relationship between a centimetre and a decimeter, and between a centimetre and a metre.			→		
16.0 To become familiar with the dimensions of area and volume.	→	→	T →		
16.1 To compare the areas of two surfaces.			→		
16.2 To estimate and to measure surfaces in non-standard units.			→		

MATHEMATICS

A : Addressed
M : More evaluation needed

	Level			A	M
	1	2	3		
16.3 To compare the volume of two objects by the appropriate manipulations.			•–•		
16.4 To estimate and to find the volume of objects in non-standard units.			•–•		

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
EXPERIMENTAL APPROACH (PROCEDURE, SKILLS, AND ATTITUDES)					
1.0 TO DEVELOP HIS PERSONAL POTENTIAL IN A HARMONIOUS MANNER.					
1.1 To gradually become aware of his environment as he develops self-confidence.					
1.1.1 To contribute to the creation of a relaxed atmosphere favourable to the exchange of ideas during science activities.					
1.1.2 To express his preferences and interests in order to assist the teacher in planning activities.					
1.1.3 To be himself, to be spontaneous in his observations during science activities.					
1.1.4 To take initiative during science activities.					
1.1.5 To become aware of the consequences of his acts and movements as he explores his environment.					
1.2 To develop his creative imagination in order to stimulate his consciousness of his natural surroundings and the solving of problems which interest him.					
1.2.1 To develop his curiosity about and attention for everyday phenomena.					
1.2.2 To experience a sense of wonder in dealing with living things, nonliving things, and natural phenomena.					
1.2.3 To develop a questioning attitude towards the things he perceives in his environment.					
2.0 TO LEARN ABOUT GROUP LIFE AND TEAM WORK WITHIN A DEMOCRATIC SETTING.					
2.1 To develop a gradual awareness of the requirements of working as a member of a group.					
To develop:					
2.1.1 Respect and tolerance for others;					
2.1.2 Co-operation and willingness to assist others;					
2.1.3 Honesty in word and deed.					
To acquire the habits of:					
2.1.4 Orderliness, neatness;					
2.1.5 Punctuality.					
2.2 To learn teamwork.					
To learn:					
2.2.1 To plan the organization of an activity;					
2.2.2 To evaluate the work of a team and the contributions of its members;					
2.2.3 To take the role of group leader;					
2.2.4 To report ideas, results, and conclusions;					
2.2.5 To fulfill his responsibilities as a team member in carrying out a group project.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level 1	Level 2	Level 3	A	M
2.3 To make better use of the means needed for precise and efficient communication of his observations, and the results of his investigations.	-	-	-		
2.3.1 To acquire a concern for accuracy in oral and written communications.					
To learn the use of various means of communication such as:					
2.3.2 Histograms and graphs;					
2.3.3 Models;					
2.3.4 Drawings, diagrams, tables;					
2.3.5 Audio-visual equipment.					
3.0 TO APPRECIATE THE RICHNESS AND THE BEAUTY OF NATURE.					
3.1 To satisfy his curiosity about nature.	-	-	-		
3.1.1 To acquire the habit of carrying out personal research using library resources.					
3.1.2 To engage in hobbies or recreational activities of a scientific nature.					
3.1.3 To examine living things and nonliving things in order to develop an appreciation of them.					
3.1.4 To accord proper care to living things in the environment.					
3.1.5 To take notes and make sketches of plants and animals so as to develop a better understanding of them.					
3.2 To appreciate the ways in which living things and nonliving things contribute to his physical and psychological well-being.	-	-	-		
3.2.1 To appreciate the beauty of nature, and to express this.					
3.2.2 To feel comfortable in a variety of natural settings.					
3.2.3 To allay any unfounded fears he may have about plants and animals.					
4.0 TO DEVELOP ATTITUDES WHICH WILL AID HIM IN BECOMING FAMILIAR WITH THE EXPERIMENTAL APPROACH AND IN BUILDING AND STRUCTURING HIS KNOWLEDGE.					
4.1 To acquire an appreciation for scientific exactness by developing a concern for objective and constructive communication.	-	-	-		
4.1.1 To be receptive to the ideas of others.					
4.1.2 To ask questions to make sure that he has correctly understood the statements of others.					
4.1.3 To discuss quietly.					
4.1.4 To use various means of communication.					
4.1.5 To develop the habit of gathering information and writing on science topics.					
4.1.6 To demonstrate prudence in making statements.					
4.2 To develop a willingness to consider solutions proposed by others.	-	-	-		
4.2.1 To listen to, and evaluate objectively, the propositions, comments, arguments, and ideas presented by others.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
4.2.2 To accept points of view contradictory to his own and to change his opinion, if the evidence warrants it.					
4.3 To reinforce attitudes and interests which might develop during science activities.	-	-	-		
4.3.1 To accept the challenge presented by problem-solving situations.					
4.3.2 To develop a creative approach to problem solving.					
4.3.3 To persevere when faced with a difficult problem.					
4.3.4 To use originality in solving problems.					
4.3.5 To use care in handling living things, nonliving things, and unknown products.					
4.3.6 To display a willingness to improve work habits.					
4.4 To develop the desire to evaluate findings so as to improve accuracy through more methodical work.	-	-	-		
4.4.1 To develop his own criteria for evaluating his work.					
4.4.2 To evaluate his own work.					
4.4.3 To ask other pupils and the teacher to evaluate his work.					
5.0 TO DEVELOP SKILLS AND COMPETENCE IN THE USE OF THE EXPERIMENTAL APPROACH.					
5.1 To perfect various simple skills.	-	-	-		
5.1.1 To use his senses to obtain the greatest amount of data possible on living things.					
5.1.2 To classify, order, and compare living things, nonliving things, or phenomena in accordance with one or more common properties.					
5.1.3 To use non-standard units for measurement.	-	-	-		
5.1.4 To use standard units of measure.					
5.1.5 To formulate reasonable explanations (make inferences) based on observation.					
5.1.6 To make one or more predictions on the basis of given data.					
5.1.7 To communicate his observations, the results of experimentation or investigation, in a manner which is precise, concise, and effective.					
5.1.8 To situate a living thing or a nonliving thing in his environment in time and space.					
6.0 TO BECOME FAMILIAR WITH THE USE OF CERTAIN TOOLS WHICH WILL HELP HIM TO LEARN ABOUT HIS ENVIRONMENT.					
6.1 To develop skills which will be useful in the study of science.	-	-	-		
6.1.1 To develop manual dexterity.					
6.1.2 To develop the ability to work systematically.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
6.2	**To use simple measurement and observation instruments to obtain information about the environment which could not be obtained by the unaided senses.**	- - -	- - -	- - -		
6.2.1	To use simple measurement instruments.					
6.2.2	To use simple meteorological instruments.					
6.2.3	To use simple instruments to make observations.					
6.3	**To use a variety of methods to record and interpret data.**	- - -	- - -	- - -		
6.3.1	To construct and interpret: - a histogram; - a graph.	- - -	- - -	- - -		
KNOWLEDGE						
PLANTS						
7.0	**TO BECOME FAMILIAR WITH THE PLANT WORLD AND ITS INTERRELATIONSHIPS WITH OTHER LIVING THINGS AND THE PHYSICAL ENVIRONMENT; TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR TOWARD THIS RESOURCE.**					
7.1	**To recognize similarities and differences between plants, animals and human beings.**	- - -	- - -	T - - -		
7.1.1	To discover similarities and differences between himself and a plant.					
7.1.3	To discover similarities and differences between a plant and an animal.					
7.2	**To identify some of the characteristics of plants and links which exist between himself and plant life.**	- - -	- - -	T - - -		
7.2.1	To express some of the feelings and impressions experienced when exposed to the diversity of plant life which he observes by means of his senses.					
7.2.2	To compare his own growth pattern with that of a plant.					
7.2.3	To express what he experiences during identification activities for various forms of plant life.					
7.2.4	To appreciate the fragility of plant life.					
7.2.5	To appreciate the nutritive and medicinal value of certain plants.					
7.3	**To represent the life cycle of a flowering plant.**	- - -	- - -	- - -		
7.3.1	To describe the stages of growth of an easily grown flowering plant from seed to maturity.	- - -	- - -	- - -		
7.3.3	To use a histogram to illustrate the growth of a plant which he has raised.	- - -	- - -	- - -		
7.4	**To illustrate the structures of a flowering plant.**	- - -	- - -	- - -		
7.4.1	To identify the principal parts of a flowering plant that he has grown from seed to the bearing of fruit.	- - -	- - -	- - -		
7.4.4	To compare an aquatic plant to a land plant.	- - -	- - -	- - -		
7.4.8	To describe in his own words the development of a leaf from bud to unfurling.	- - -	- - -	- - -		

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

		Level			A	M
		1	2	3		
7.5	**To describe in his own words the types of plants in his environment.**					
7.5.1	To identify different plant species in his environment at different seasons.					
7.5.3	To identify plants used for food and the part(s) which are consumed.					
7.5.4	To classify plants in his environment according to common characteristics.					
7.5.5	To describe the shapes of trees.					
7.6	**To describe in his own words some of the relationships between plants and the physical world.**					
7.6.1	To discover and define by means of an experiment the ambient conditions which affect the germination and growth of a flowering plant.					
7.6.3	To discover the effects of plant life on a given physical environment.					
7.8	**To describe in his own words some of the relationships between man and plants; to identify some of the ways in which these relationships affect the environment.**					
7.8.1	To identify some of the ways in which man uses plants.					
7.8.2	To identify the actions taken by man to protect and improve the flora.					
7.9	**To identify ways in which the actions he is taking to preserve and protect the plant life will benefit the environment.**					
7.9.1	To carry out his own plant life conservation activities.					
	ANIMALS					
8.0	TO BECOME FAMILIAR WITH THE ANIMAL WORLD AND ITS INTERRELATIONSHIPS WITH OTHER LIVING THINGS AND THE PHYSICAL ENVIRONMENT; TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR TOWARD THIS RESOURCE.					
8.1	**To identify some of the characteristics of animals and the links which exist between himself and animal life.**			T		
8.1.1	To use drawings or diagrams to record observations of animal life in his environment.					
8.1.2	To compare his own growth pattern with that of an animal he knows or has raised.					
8.1.3	To express some of the feelings and impressions experienced during animal life identification activities.					
8.1.4	To recognize that animals need an appropriate environment if they are to survive.					
8.4	**To demonstrate that he knows his own body.**					
8.4.1	To identify the principal parts of his body.					
8.4.2	To measure his size and mass; to use a histogram to show his growth during the year.					
8.4.3	To measure the circumference of his chest at maximum inspiration and expiration.					
8.4.4	To measure his biceps at work and when relaxed.					
8.5	**To describe in his own words different animals in his environment.**					
8.5.1	To make an inventory of the animals that share his environment.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

		Level 1	Level 2	Level 3	A	M
8.5.2	To classify these animals according to common properties.					
8.6	**To describe in his own words some of the interrelationships that exist between the physical environment and animals (including man).**					
8.6.2	To discover and define by means of an experiment the ambient conditions necessary for the growth of an animal (including himself).					
8.9	**To describe in his own words some of the relationships that exist between man and animals; to identify some of the ways in which these relationships affect the environment.**					
8.9.1	To identify some of the ways in which man uses animals.					
8.10	**To identify ways in which the actions he is taking to preserve and protect animal life will benefit the environment.**					
8.10.1	To carry out his own animal life protection activities.					
WATER						
9.0	**TO BECOME FAMILIAR WITH WATER AND ITS INTERRELATIONSHIPS WITH THE OTHER ELEMENTS OF THE ENVIRONMENT; TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR CONDUCIVE TO RATIONAL USE OF THIS RESOURCE AND THE BENEFITS MAN GAINS FROM IT.**					
9.1	**To describe in his own words what water is and the links that exist between himself and water.**			T		
9.1.1	To recognize water in its different forms.					
9.1.2	To describe his sensations and impressions as he observes and handles water in different forms.					
9.1.3	To identify techniques invented by man to use water and to reproduce at least one of them.					
9.1.4	To demonstrate, using concrete examples, how water satisfies his own needs.					
9.2	**To compare the properties and characteristics of water with those of other liquids.**					
9.2.1	To discover, through the use of his senses, some properties of water.					
9.3	**To recognize the different forms and states in which water is found in his environment.**					
9.3.1	To measure the amount of precipitation (rain and snow) in his area during a given period.					
9.3.2	To compare the densities of different layers of snow.					
9.4	**To identify some of the ways in which man uses water; to know how these uses affect the environment.**					
9.4.1	To identify some of the ways in which man uses water.					
9.5	**To identify the ways in which the actions he is taking to protect water and make more rational use of hydroelectric power will benefit the environment.**					
9.5.1	To carry out actions conducive to a more rational use of water resources and the energy drawn from them.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
AIR					
10.0 TO BECOME FAMILIAR WITH AIR AND ITS INTERRELATIONSHIPS WITH OTHER ELEMENTS OF THE ENVIRONMENT; TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR CONDUCIVE TO RATIONAL USE OF THIS RESOURCE.					
10.1 To describe in his own words what air is, and the links that exist between himself and air.			T		
10.1.1 To express his feelings and impressions as he observes different manifestations of air.					
10.1.2 To express what he feels during experiences with objects which function by the use of air.					
10.1.3 To identify objects and techniques which function by the use of air; to develop a model of at least one of these.					
10.1.4 To demonstrate, using concrete examples, how air satisfies his personal needs.					
10.2 To recognize signs of the presence of air in his environment.					
10.2.1 To describe "wind" in his own words.					
10.2.2 To use appropriate instruments to demonstrate that air is always in motion.					
10.3 To identify some of the properties and characteristics of air.					
10.3.1 To determine some of the properties and characteristics of air through the aid of his senses.					
10.4 To describe in his own words ways in which man uses air; to recognize the effect of these uses on the environment.					
10.4.1 To identify some of the ways in which man uses air.					
10.5 To identify the ways in which the actions he is taking to demonstrate a rational use of air will benefit the environment.					
10.5.1 To carry out activities demonstrating a rational use of air.					
SOIL					
11.0 TO BECOME FAMILIAR WITH SOIL AND ITS INTERRELATIONSHIPS WITH THE OTHER ELEMENTS OF THE ENVIRONMENT; TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR CONDUCIVE TO RATIONAL USE OF THIS RESOURCE AND THE BENEFITS MAN GAINS FROM IT.					
11.1 To describe in his own words what soil is, and the links that exist between himself and soil.			T		
11.1.1 To describe his feelings and impressions as he handles the various components of soil.					
11.1.2 To express what he feels during identification activities with the elements of soil.					
11.1.3 To make various objects employed by man, using soil.					
11.1.4 To demonstrate, using concrete examples, how soil serves his own needs.					
11.4 To describe in his own words some of the ways in which man uses soil; to recognize the effect of these uses on the environment.					
11.4.1 To identify some of the ways in which man uses soil.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
11.5 **To identify the ways in which the actions he is taking to make more rational use of soil and soil energy will benefit the environment.**					
11.5.1 To carry out actions conducive to a rational use of soil and the energy from it.					
MANUFACTURED GOODS					
12.0 TO BECOME FAMILIAR WITH MANUFACTURED GOODS; TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR CONDUCIVE TO RATIONAL USE OF MANUFACTURED GOODS.			T		
12.1 **To show similarities and differences between nonliving things and living things.**					
12.1.1 To identify the characteristics of living things.					
12.1.2 To identify the characteristics of nonliving things.					
12.3 **To list some properties of manufactured goods.**					
12.3.1 To use his senses to determine some properties of manufactured products.					
12.7 **To describe in his own words some of the ways in which man uses various products manufactured in his environment. To recognize the effect of these uses on the environment.**					
12.7.2 To discover the ways in which man uses manufactured products in a way detrimental to the environment.					
12.8 **To identify the ways in which the action he is taking to preserve the rational use of manufactured products will benefit the environment.**					
12.8.1 To carry out actions conducive to a rational use of manufactured products.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

CONSUMER EDUCATION

GLOBAL OBJECTIVE

TO PROVIDE THE STUDENTS WITH EVERY OPPORTUNITY TO ADOPT RESPONSIBLE BEHAVIOUR WITH RESPECT TO CONSUMPTION.

GENERAL OBJECTIVES:

The students are encouraged:

1. To become aware of their status as consumers.
2. To understand the impact of their consumer choices on their personal stability.
3. To become aware of the repercussions of their consumer choices on the physical environment.
4. To develop their abilities to evaluate their consumer choices, while respecting their personal criteria and those of others.
5. To become aware of the social dimension of consuming, and of the repercussions of their consumer choices on the community.

	Level 1	Level 2	Level 3	A	M
THEME: CONSUMER STATUS					
1.0 TO RECOGNIZE THAT THEY ARE CONSUMERS.			T		
1.1 To recognize that they have had needs to satisfy since birth.					
1.2 To recognize that their needs cause them to consume goods and services.					
1.3 To identify some of the actions that make them consumers.					
1.4 To identify different aspects of their habits of consuming.					
2.0 TO DISTINGUISH BASIC PHYSIOLOGICAL NEEDS FROM OTHER NEEDS.			T		
2.1 To list what they consider necessary in order to be happy, to be healthy, and to feel good.					
2.2 To identify which needs must be satisfied in order to stay healthy.					
2.3 To recognize that all people have the same basic physical needs.					
2.4 To identify goods that they consider necessary after seeing them advertised.					
2.5 To establish whether or not these needs, identified by advertising, are basic needs.					
THEME: WAYS OF SATISFYING NEEDS					
3.0 TO RECOGNIZE THAT THEY CONSUME GOODS AND SERVICES			T		
3.1 To note that they can satisfy their own needs themselves and with the help of others.					
3.2 To recognize that when they satisfy their needs themselves, they consume goods.					
3.3 To recognize that when others help them satisfy their needs, these people are rendering a service.					
3.4 To list the services that they consume.					
3.5 To list the goods that they consume.					
3.6 To distinguish between personal property and public property.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

CONSUMER EDUCATION	Level			A	M
	1	2	3		
THEME: FACTORS INFLUENCING CHOICES					
4.0 TO RECOGNIZE THAT DIFFERENT FACTORS AFFECT THEIR CONSUMER CHOICES.			T		
4.1 To give the reasons for some of their consumer choices.					
4.2 To identify the factors in their consumer choices that are linked to advertising or to the opinions of others.					
4.3 To identify the factors in their consumer choices that are linked to personal desire and experience.					
4.4 To identify the factors in their consumer choices that are linked to material and financial resources.					
4.5 To identify any factors which have a determining influence on their consumer choices.					
THEME: WAYS OF USING GOODS					
5.0 TO RECOGNIZE THAT THE WAYS IN WHICH GOODS ARE USED DETERMINE THEIR DURABILITY.			T		
5.1 To differentiate the goods used only once from those that can be used often.					
5.2 To identify, among the goods used only once, those that could be recycled.					
5.3 To understand that goods used often eventually wear out.					
5.4 To understand that proper maintenance helps to make things last longer.					
THEME: INDIVIDUAL DIFFERENCES					
6.0 TO RECOGNIZE THAT ALL PEOPLE CONSUME IN DIFFERENT WAYS.			T		
6.1 To identify the various consumer choices that people around them make.					
6.2 To identify the reasons for the diversity of consumer choices.					
THEME: CONSEQUENCES OF CONSUMER CHOICES					
7.0 TO EVALUATE THEIR CONSUMER CHOICES ACCORDING TO THE WAYS IN WHICH THEY AFFECT THE COMMUNITY.			T		
7.1 To list the social consequences of certain consumer choices that they have already made.					
7.2 To classify the consequences of their consumer choices as desirable or undesirable.					
7.3 To classify their consumer choices as good or bad according to the social impact of these choices.					
7.4 To indicate ways that enable them to make better consumer choices more often.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

HEALTH EDUCATION

GLOBAL OBJECTIVE

TO ENCOURAGE STUDENTS TO ADOPT ATTITUDES THAT ARE CONDUCIVE TO PHYSICAL, PSYCHOLOGICAL AND SOCIAL WELL-BEING.

GENERAL OBJECTIVES:

1. To become aware of their physical needs.
2. To change their habits in order to improve their health.
3. To avoid risks found in the physical environment.
4. To become aware of the consequences of their behaviour on their health.
5. To gain further experience by exploring and using the resources in their physical environment.

	Level			A	M
	1	2	3		
THEME: THE BODY'S BASIC NEEDS					
1.0 TO UNDERSTAND THAT THEIR BODIES' NEEDS MUST BE SATISFIED.			T		
1.1 To list the activities they carry out during waking hours.					
1.2 To list which bodily needs are satisfied by each of those activities.					
1.3 To describe what happens to the body when its needs are satisfied.					
1.4 To state what happens to the body when its needs are not satisfied.					
1.5 To list their bodies' basic needs, which they must satisfy in order to remain healthy.					
THEME: PHYSICAL SENSATIONS AS HEALTH INDICATORS					
2.0 TO IDENTIFY THE MESSAGES THEIR BODIES SEND THEM THROUGH PHYSICAL SENSATIONS.			T		
2.1 To make a list of the sensations that their bodies experience.					
2.2 To name the functions of physical sensations.					
2.3 To discover for themselves what their bodies are trying to tell them through sensations.					
2.4 To compare their interpretations of such messages with those of their peers.					
THEME: EATING HABITS					
3.0 TO ASSESS THEIR EATING HABITS, BASED ON THEIR KNOWLEDGE OF WHAT CONSTITUTES A BALANCED DIET.			T		
3.1 To make a list of the foods they eat and drink every day.					
3.2 To name the four food groups forming the basis of a balanced diet.					
3.3 To classify the foods they eat every day by the food groups they belong to.					
3.4 To name the foods that are most often present in their diet, and those that are least often present.					
3.5 To indicate ways in which they could improve their diet.					
3.6 To create a wholesome menu for a day.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

HEALTH EDUCATION	Level			A	M
	1	2	3		
THEME: PERSONAL HYGIENE					
4.0 TO LIST THE PRACTICES THAT MAKE UP GOOD HYGIENE, INDICATING THOSE THEY ALREADY FOLLOW AND THOSE THEY WOULD DO WELL TO ACQUIRE.			T		
4.1 To state in their own words what hygiene means.					
4.2 To indicate what habits in personal hygiene they have already developed.					
4.3 To indicate other important rules of personal hygiene.					
4.4 To cite reasons for practising good hygiene.					
4.5 To list the personal hygiene routines they consider important for their health.					
THEME: MENTAL HEALTH					
5.0 TO RECOGNIZE THAT CERTAIN HABITS CAN HELP THEM PRESERVE THEIR MENTAL HEALTH.			T		
5.1 To make a list indicating the similarities between their bodies and minds.					
5.2 To indicate at what moments of the day they are aware of those needs.					
5.3 To describe activities they can carry out in order to satisfy those needs.					
5.4 To express in their own words how they benefit from those activities.					
5.5 To compare the ways in which they tend to their needs with the ways in which others tend to their needs.					
5.6 To make a list of the things each class member does to remain mentally sound.					
THEME: VEHICLES					
6.0 TO INDICATE THE DANGERS THAT DIFFERENT TYPES OF VEHICLES PRESENT.			T		
6.1 To list the different means of locomotion used on public roads.					
6.2 To list the main types of accidents that can befall them for each means of locomotion on public roads.					
6.3 To indicate under what circumstances the risk of an accident for each means of locomotion is increased.					
6.4 To indicate how they travel when not using public roads.					
6.5 To indicate the main types of accidents that can befall them when travelling on routes other than public roads.					
6.6 To indicate under what circumstances the risk of accidents is increased for each of those means of transportation.					
THEME: ELEMENTS OF NATURE					
7.0 TO POINT OUT THE POTENTIAL HEALTH RISKS OF THE SUN AND COLD WEATHER.			T		
7.1 To indicate how they should dress at different times of the year.					
7.2 To indicate reasons for dressing as the weather dictates.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

HEALTH EDUCATION	Level			A	M
	1	2	3		
7.3 To indicate past occasions on which they were not properly dressed for the weather.					
7.4 To indicate problems they have had because they were not properly dressed for the weather.					
7.5 To state in their own words why the sun and cold weather can harm their health.					
THEME: DANGEROUS OBJECTS AND PLACES					
8.0 TO EXPLAIN WHY CERTAIN OBJECTS AND PLACES ARE POTENTIALLY DANGEROUS.			T		
8.1 To make a list of the objects and places they consider potentially dangerous.					
8.2 To compare that list with lists made by their peers.					
8.3 To specify the dangers presented by each object and each place.					
8.4 To show an understanding of what the safety symbols on certain household products mean.					
8.5 To name the persons they can contact in an emergency.					
THEME: SAFE PRACTICES					
9.0 TO SHOW AWARENESS OF CERTAIN BASIC SAFETY RULES.			T		
9.1 To describe accidents in which people were injured.					
9.2 To determine the causes of those accidents.					
9.3 To state whether those accidents could have been avoided.					
9.4 To discuss with peers what precautions could have been taken to prevent each of those accidents.					
9.5 To indicate what simple measures could be taken to prevent road accidents.					
9.6 To list some simple fire-prevention measures.					
9.7 To indicate what simple precautions could be taken to prevent accidents at school.					
THEME: SAFE PRACTICES					
10.0 TO RECOGNIZE THAT A PERSON'S ACTIONS CAN SOMETIMES INVITE DANGER.			T		
10.1 To make a list of all the afflictions, diseases and accidents they have had since they were born.					
10.2 To state in their own words the causes of those afflictions, diseases and accidents.					
10.3 To classify those health problems according to whether they were caused by external factors or through their own actions.					
10.4 To identify bad habits in their daily routine that may cause some of those afflictions, diseases or accidents.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

HEALTH EDUCATION	Level			A	M
	1	2	3		
THEME: BENEFITING FROM THE PHYSICAL ENVIRONMENT					
11.0 TO RECOGNIZE THAT THE PHYSICAL ENVIRONMENT CAN BE DANGEROUS, BUT THAT IT CAN ALSO BE REWARDING.			T		
11.1 To indicate the risks that exist within their physical environment.					
11.2 To identify what resources are offered by their physical environment, based on one aspect of the physical environment in which risks were indicated.					
11.3 To state in their own words what aspects of the physical environment hold special interest for them.					
THEME: RESOURCES FOR PERSONAL GROWTH					
12.0 TO DEMONSTRATE AWARENESS OF THE PERSONAL REWARDS THEY CAN REAP FROM CONTACT WITH THE PHYSICAL ENVIRONMENT.			T		
12.1 To name resources within their physical environment with which they are often in contact.					
12.2 To describe what feelings and impressions they have had while in contact with their physical environment.					
12.3 To recognize that such feelings and impressions can contribute to their personal growth.					
12.4 To list other ways in which contact with their physical environment can contribute to their personal growth.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

INTERPERSONAL RELATIONSHIPS

GENERAL OBJECTIVE

TO HELP STUDENTS BECOME AWARE OF THEMSELVES AND OTHERS AS INDIVIDUALS, IN ORDER TO IMPROVE THE QUALITY OF THEIR INTERPERSONAL RELATIONSHIPS.

GENERAL OBJECTIVES:

The students are encouraged:

1. **To acquire a positive image of themselves as individuals with particular abilities and attitudes.**
2. **To explore the main types of relationships that they establish.**
3. **To become aware of certain phenomena that occur in communications between two people in a relationship.**
4. **To become aware of their responsibilities as members of families and of classes.**

	Level			A	M
	1	2	3		
THEME: FRIENDSHIP					
1.0 TO APPRECIATE ALREADY EXISTING FRIENDSHIPS.			T		
1.1 To describe their best friends.					
1.2 To say in their own words why they consider them friends.					
1.3 To make a list of the activities they share with their friends.					
1.4 To talk about an activity in which they experienced a lot of happiness with their friends.					
1.5 To talk about a situation in which they preferred practising an activity with their friends rather than by themselves.					
1.6 To discuss with the group the importance of having friends.					
2.0 TO IDENTIFY DIFFERENT WAYS OF MAKING FRIENDS.			T		
2.1 To name their best friends.					
2.2 To talk about how they first met.					
2.3 To observe that the arrival of a new person in their area can lead to a new friendship.					
2.4 To imagine ways of making friends with a person who has just arrived in their area.					
THEME: TYPES OF RELATIONSHIPS					
3.0 TO RECOGNIZE THAT THEY ESTABLISH VARIOUS TYPES OF RELATIONSHIPS WITH THE PEOPLE AROUND THEM.			T		
3.1 To identify the people with whom they have their main relationships.					
3.2 To make a list of the main activities that they like to practise with each of these people.					
3.3 To observe that their activities vary according to the people with whom they relate.					
3.4 To observe that they establish many kinds of relationships.					
3.5 To recognize that each of these relationships satisfies a particular need.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

	Level				
INTERPERSONAL RELATIONSHIPS	1	2	3	A	M
THEME: INTERACTION					
4.0 TO RECOGNIZE THAT IN A RELATIONSHIP EACH PERSON REACTS TO THE OTHER PERSON'S BEHAVIOUR.			T		
4.1 To observe that when practising an activity with another person, they do not behave in exactly the same way as when they are practising the activity by themselves.					
4.2 To observe that in a relationship the people concerned interact.					
4.3 To note that each person in a relationship reacts to the behaviour of the other.					
4.4 To note that others react to their behaviour.					
4.5 To note that their reactions differ according to the people with whom they relate.					
THEME: THE MESSAGE					
5.0 TO OBSERVE THAT WHEN THEY EXPRESS FEELINGS, THEY COMMUNICATE MESSAGES TO OTHERS.			T		
5.1 To express in their own words the meaning of "a feeling".					
5.2 To list various feelings that people experience.					
5.3 To describe how they detect various feelings experienced by people around them.					
5.4 To identify the various ways in which people express their feelings.					
5.5 To identify the various ways in which feelings are expressed.					
5.6 To indicate situations in which they expressed feelings to someone.					
6.0 TO UNDERSTAND THAT IN A RELATIONSHIP IT IS NECESSARY TO ENSURE THAT MESSAGES HAVE BEEN PROPERLY INTERPRETED IN ORDER TO AVOID ANY MISUNDERSTANDINGS.			T		
6.1 To identify verbal exchanges in which the message did not correspond with what was understood.					
6.2 To observe that messages can also be non-verbal.					
6.3 To describe a situation in which non-verbal messages were also misinterpreted.					
6.4 To observe that when a message is misinterpreted, there can be a misunderstanding.					
6.5 To describe a situation in which there was a misunderstanding between themselves and others.					
6.6 To identify their reactions to the misunderstanding.					
6.7 To imagine how the situation would have developed if there had been no misunderstanding.					
6.8 To observe that the comprehension of the other person's messages influences how the relationship will evolve.					
6.9 To imagine how the partners in this relationship could have avoided the misunderstanding.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

INTERPERSONAL RELATIONSHIPS	Level			A	M
	1	2	3		
THEME: CONFLICT					
7.0 TO RECOGNIZE THAT EVERY RELATIONSHIP CAN GENERATE CONFLICT.			T		
7.1 To express in their own words the meaning of a conflict.					
7.2 To describe personal experiences in which a conflict occurred between themselves and other people.					
7.3 To list, as a group, the possible causes of conflict.					
7.4 To perceive conflict as a possibility within a relationship.					
7.5 To recognize that conflicts can be resolved.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

LIFE IN SOCIETY

GLOBAL OBJECTIVE

TO ENCOURAGE THE STUDENTS TO DEVELOP THE KNOWLEDGE, ATTITUDES AND BEHAVIOURS WHICH WILL ENABLE THEM TO STRIKE A BALANCE BETWEEN THEIR EXPECTATIONS AND THOSE OF THE COMMUNITIES WITHIN WHICH THE STUDENTS ARE EVOLVING, SO THAT THEY WILL BE ABLE TO EXPRESS THEMSELVES FULLY AS INDIVIDUALS, AND PARTICIPATE ACTIVELY IN THE LIFE OF THEIR COMMUNITIES.

GENERAL OBJECTIVES:

The students are encouraged:

1. To understand the social dimension of their character.
2. To take advantage of the services offered by their communities, and yet respect others' rights to use them.
3. To become aware of belonging to a group and the roles they are required to play within it.
4. To become aware of the various decision-making structures that society creates in order to function democratically.

	Level 1	Level 2	Level 3	A	M
THEME: PERSONAL HISTORY					
1.0 TO RECOGNIZE THAT SINCE BIRTH THEY HAVE NEEDED TO LIVE IN A SOCIAL ENVIRONMENT.			T		
1.1 To make a list of the people who have taken care of them since birth.					
1.2 To list the names of their friends or groups of friends since birth.					
1.3 To describe their present social environment.					
1.4 To make a list of the things they do with the people they now live with.					
1.5 To identify the needs they satisfy by living with others.					
1.6 To realize that all of their classmates experience similar needs.					
1.7 To ask adult friends whether they have also experienced the need to live with others.					
1.8 To ask people who have been taking care of them if they remember events that marked the students' lives.					
1.9 To imagine what would have happened to them had they always been alone.					
THEME: MY FAMILY					
2.0 TO RECOGNIZE THE IMPORTANCE OF LIVING IN A FAMILY.			T		
2.1 To give a general description of their family.					
2.2 To describe each member of their family.					
2.3 To identify the family members whom they like to be with.					
2.4 To give the reasons for their preferences.					
2.5 To describe leisure activities with their family.					
2.6 To express what they feel when they participate in these activities.					
2.7 To state whether or not they could participate in these activities without their family.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

LIFE IN SOCIETY	Level			A	M
	1	2	3		
2.8 To state in their own words why they could not participate in these activities without their family.					
2.9 To describe what family members do to take care of them.					
2.10 To imagine how life would be without their family.					
THEME: MY OCCUPATION					
3.0 TO RECOGNIZE THAT THEY WILL CONTRIBUTE TO THE EVOLUTION OF SOCIETY ACCORDING TO THE OCCUPATIONS THEY ULTIMATELY CHOOSE.			T		
3.1 To learn about their parents', brothers' or sisters' occupations.					
3.2 To ask about the advantages of their occupations.					
3.3 To recognize that later on they will also have occupations.					
3.4 To imagine the occupations they would like and to state the reasons for these choices.					
3.5 To compare their choice(s) with those of their peers.					
3.6 To observe that there are many possible occupations in a community.					
3.7 To recognize that all these occupations are useful to society.					
THEME: INFORMATION					
4.0 TO DEFINE INFORMATION.			T		
4.1 To state in their own words what the word "information" means to them.					
4.2 To talk about situations in which they received information.					
4.3 To realize that the information they receive may come from various sources.					
4.4 To talk about situations in which they gave information to someone else.					
4.5 To recall a situation in which the information received brought them happiness or sadness, or left them indifferent.					
4.6 To identify different kinds of information.					
4.7 To state in their own words the roles of information.					
4.8 To imagine what would happen if they never received any information.					
4.9 To realize that every day they give and receive information.					
THEME: GATHERING INFORMATION					
5.0 TO IDENTIFY DIFFERENT WAYS OF GATHERING INFORMATION.			T		
5.1 To state the kind of information transmitted by the five senses.					
5.2 To name the senses they use most often to get information.					
5.3 To compare their answers with those of their peers.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
LIFE IN SOCIETY	1	2	3		
5.4 To describe how they use their senses.					
5.5 To indicate other ways of gathering information through these same senses.					
5.6 To explore a new way of gathering information.					
THEME: MY PLACE IN MY FAMILY					
6.0 TO DEFINE THEIR PLACE IN THE FAMILY.	←	•	T →		
6.1 To state their rank in the family.					
6.2 To be aware of their rights in the family.					
6.3 To describe their personal responsibilities within the family.					
6.4 To be aware of the responsibilities of other family members.					
6.5 To realize the importance of each of these roles to harmony in the family.					
6.6 To indicate those responsibilities that they like and do not like to take.					
6.7 To give the reasons for their preferences.					
6.8 To imagine what they could do to make their responsibilities more pleasant.					
THEME: MY PLACE IN SCHOOL					
7.0 TO DEFINE THEIR PLACE IN SCHOOL.	←	•	T →		
7.1 To acknowledge that school is the second most important group in their lives.					
7.2 To tell in their own words why they go to school.					
7.3 To give a physical and demographic description of their school.					
7.4 To identify the role of the groups at school.					
7.5 To identify themselves with one of these groups.					
7.6 To understand their place in class.					
7.7 To be aware of their rights and responsibilities in school.					
7.8 To describe a typical school day.					
7.9 To express their feelings concerning their lives in school.					
7.10 To indicate ways of improving their appreciation of school life.					
THEME: THE GROUPS TO WHICH THEY BELONG					
8.0 TO UNDERSTAND THEIR PLACE IN THE MAIN GROUPS THEY BELONG TO.	←	•	T →		
8.1 To indicate the main groups, other than the family and the school, that they belong to.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

LIFE IN SOCIETY

	Level			A	M
	1	2	3		
8.2 To give the reasons for belonging to these various groups.					
8.3 To describe their main activities within each of these groups.					
8.4 To describe their roles in each of these groups.					
8.5 To explain what they like most in each of these groups.					
8.6 To explain what they expect from each of these groups.					
8.7 To state what these groups expect from them.					
8.8 To know their rights and responsibilities in each of these groups.					
8.9 To express their feelings as members of these groups.					

PERSONAL AND SOCIAL EDUCATION

A : Addressed
M : More evaluation needed

SEX EDUCATION

GLOBAL OBJECTIVE

TO OFFER YOUNG PEOPLE THE OPPORTUNITY TO DISCOVER AND UNDERSTAND THE DIMENSIONS OF THEIR SEXUALITY, TO INTEGRATE THESE DIMENSIONS INTO THEIR PERSONALITIES IN A POSITIVE WAY, AND THUS, TO REACH THEIR POTENTIAL AS SEXUAL BEINGS HARMONIOUSLY AND RESPONSIBLY IN ACCORDANCE WITH THEIR GOALS AS INDIVIDUALS AND MEMBERS OF SOCIETY.

GENERAL OBJECTIVES §

The students are encouraged:

1. To value their bodies as sexual realities.
2. To integrate the various dimensions of human sexuality.
3. To become aware of the various types of sexual exploitation to which they could be subjected.
4. To become aware of the social dimensions of the expression of human sexuality, particularly in relation to the family.
5. To understand the phenomenon of childbirth.

	Level 1	Level 2	Level 3	A	M
THEME: THE HUMAN BODY					
1.0 TO APPRECIATE THE POTENTIAL OF THEIR BODIES.			T		
1.1 To state in their own words what they can do with their bodies and what can happen to their bodies.					
1.2 To express in their own words the feelings they can experience with their bodies.					
1.3 To state in their own words what they can communicate with their bodies.					
1.4 To discuss with their friends that which would be impossible to do if they did not have bodies.					
1.5 To discuss with their friends the physical capacities of the body.					
1.6 To indicate what they can do now that they could not do when they were very young.					
1.7 To indicate interesting activities that they will be able to do when they reach adulthood.					
THEME: MALE-FEMALE					
2.0 TO IDENTIFY THE DIFFERENCES AND SIMILARITIES BETWEEN BOYS' AND GIRLS' BODIES.			T		
2.1 To describe in their own words all the parts of the body with which they are familiar.					
2.2 To complete, with the help of their peers, the list of the parts of the body.					
2.3 To divide the parts of the body on the list into two groups: the parts that can be seen and those that cannot be seen.					
2.4 To locate the parts of the body on an anatomical diagram.					
2.5 To name the parts of the body using the correct terms.					
2.6 To classify the parts of the body into those specific to girls, those specific to boys and those common to both sexes.					

PERSONAL AND SOCIAL EDUCATION

A : Addressed
M : More evaluation needed

SEX EDUCATION

	Level			A	M
	1	2	3		
3.0 TO APPRECIATE BEING BOYS AND GIRLS.			T		
3.1 To identify what they like about being boys or girls.					
3.2 To identify what they dislike about being boys and girls.					
3.3 To discuss with their peers what they like or dislike about being boys and girls.					
3.4 To name interesting activities that boys and girls can do regardless of their sex.					
3.5 To name interesting activities that boys and girls can do together.					
THEME: EXPRESSION OF HUMAN SEXUALITY					
4.0 TO IDENTIFY DIFFERENT WAYS OF EXPRESSING HUMAN SEXUALITY.			T		
4.1 To state in their own words what the word "sexuality" means to them.					
4.2 To share with their peers their concepts of sexuality.					
4.3 To list the terms they use when talking about sexuality.					
4.4 To give a short definition of each of these terms.					
4.5 To describe in their own words the circumstances under which these words are used.					
4.6 To recognize that human sexuality can be expressed in different ways.					
4.7 To identify the ways in which they can express their sexuality.					
4.8 To identify the main aspects of sexuality.					
5.0 TO SHOW AN UNDERSTANDING OF WHAT TO DO IN CASE OF SEXUAL EXPLOITATION.			T		
5.1 To state in their own words what "exploiting someone" means.					
5.2 To state in their own words what "sexual exploitation" means.					
5.3 To identify circumstances which can lead to sexual exploitation.					
5.4 To distinguish "sexual exploitation" from "signs of affection".					
5.5 To recognize that they could be sexually exploited.					
5.6 To recognize that adults, adolescents or peers of both sexes are capable of sexually exploiting others.					
5.7 To show an understanding of the basic rules to follow in case of sexual exploitation.					
THEME: ROLES AND SEXUAL ROLE STEREOTYPES					
6.0 TO DEFINE THE CONCEPT OF SEX ROLE.			T		
6.1 To state what children say or do to indicate to others that they are girls or boys.					
6.2 To state what adults say or do to indicate to others that they are men or women.					

PERSONAL AND SOCIAL EDUCATION

A : Addressed
M : More evaluation needed

SEX EDUCATION	Level			A	M
	1	2	3		
6.3 To draw up, with the help of their peers, a list of the ways used by children and adults to express that they are girls or boys, women or men.					
6.4 To recognize that there are many different ways in which people may express themselves as boys or girls.					
6.5 To recognize that people behave and speak in different ways to express themselves as boys or girls.					
THEME: SEX ROLES AND SEX ROLE STEREOTYPES					
7.0 TO DEFINE THE CONCEPT OF SEX ROLE STEREOTYPES.			T		
7.1 To produce a profile of a boy, girl, man or woman.					
7.2 To reverse the profiles and apply that of the girl to the boy and vice versa.					
7.3 To identify the characteristics believed to describe only one sex.					
7.4 To analyze the behaviours traditionally considered more appropriate for one sex in particular.					
7.5 To distinguish a sex role from a sex role stereotype.					
7.6 To identify the consequences of sex role stereotyping.					
THEME: THE PHENOMENON OF BIRTH					
8.0 TO SHOW AN UNDERSTANDING OF THE PHENOMENON OF CHILDBIRTH IN BIOLOGICAL AND PSYCHOLOGICAL TERMS.			T		
8.1 To show an understanding of why men and women have children.					
8.2 To show an understanding of the process of conception and fertilization.					
8.3 To identify the main stages in the development of the foetus.					
8.4 To describe briefly how babies are born.					
8.5 To identify the points that they find unclear or that they do not understand.					

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
FIRST MOVEMENT CONTEXT : PERSONAL ENVIRONMENT					
MOVEMENT PURPOSE : AWARENESS AND CONTROL OF THE BODY					
THEME 1 - BODY MOBILITY					
GENERAL OBJECTIVE: THE PUPIL SHOULD HAVE AN ACCURATE IMAGE OF HIS BODY AND MOVE IT IN A VARIETY OF WAYS IN HIS PERSONAL SPACE.					
TOPIC OF STUDY : MOVEMENTS OF DIFFERENT PARTS OF THE BODY.					
1.1 To mobilize the various parts of the body in accordance with their movement potential.	↔	↔	T ↔		
1.1.1 To indicate the different parts of the body, using the correct term.	↔				
1.1.2 To identify the different parts of the body involved in the execution of specified movements.	↔				
1.1.3 To identify the principal parts of the body which initiate various actions (jumping, swinging...).	↔				
1.1.4 To execute a variety of movements through each joint.	↔				
1.1.5 To identify the positions and orientations of the various parts of the body, one to another.	↔				
1.1.6 To execute a variety of movements with the different segments of the body.	↔				
TOPIC OF STUDY : BODY POSITIONS					
1.2 To achieve and maintain stability in various body positions.	↔	↔	T ↔		
1.2.1 To balance himself on a variety of points of support.	↔				
1.2.2 To balance himself while placing the centre of gravity in various positions.	↔				
1.2.3 To maintain various balances or body positions during a given time.	↔				
1.2.4 To balance himself in different positions while varying the distance between points of support.			↔		
1.2.5 To balance himself in different body positions while varying the alignment of body parts.			↔		
1.2.6 To describe with his body, figures or lines of various shapes on the floor or in the air.			↔		
TOPIC OF STUDY : ACTIONS CONNECTED WITH THE USE OF SPACE.					
1.3 To execute different actions with discrimination, varying the direction of body parts, the level of the centre of gravity, and the amplitude of the movements.	↔	↔	T ↔		
1.3.1 To vary the direction of the movements of body parts following instructions.		↔			
1.3.2 To execute alternately different actions of raising and lowering, varying the position of the body and its parts each time.		↔			
1.3.3 To execute actions taking the most or the least possible amount of space.		↔			
1.3.4 To execute a series of actions reproducing different patterns on the floor.		↔			

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
TOPIC OF STUDY : ACTIONS CONNECTED WITH EXECUTION TIME.					
1.4 To execute a variety of actions with discrimination, while controlling the speed and rhythm of execution.	↔	↔	T ↔		
1.4.1 To control the speed of execution of different movements in terms of a specific purpose.			↔		
1.4.2 To move the body or parts thereof increasing or decreasing the speed of movements.			↔		
1.4.3 To execute locomotor or non-locomotor actions varying the rhythm of execution.			↔		
1.4.4 To alternate very quick with very slow movements.			↔		
1.4.5 To produce a succession of different locomotor and non-locomotor actions while maintaining a regular rhythm.			↔		
TOPIC OF STUDY : ACTIONS CONNECTED WITH DEMANDS FOR ENERGY.					
1.5 To control different levels of muscular tension and relaxation.	↔	↔	T ↔		
1.5.1 To contract large muscle groups to varying degrees.		↔			
1.5.2 To voluntarily contract a muscle group while maintaining no apparent tension in the opposite limb.		↔			
1.5.3 To release all the apparent tension of a limb, a muscle group, or of the body while remaining motionless for a given time.		↔			
SECOND MOVEMENT CONTEXT : PHYSICAL ENVIRONMENT					
MOVEMENT PURPOSE : AWARENESS, ADJUSTMENT, AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT AND OBJECT MANIPULATION.					
THEME 3 - LOCOMOTION					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO CONTROL DIFFERENT FORMS OF LOCOMOTOR MOVEMENT UNDER A VARIETY OF ENVIRONMENTAL CONDITIONS					
TOPIC OF STUDY : LOCOMOTOR MOVEMENT IN RELATION TO VARIOUS KINDS OF SPACE (GROUND, AIR).					
3.1 To move efficiently in a variety of situations, adapting to the space and the objects in it.	↔	↔	T ↔		
3.1.1 To carry out various forms of locomotor movement (walking, running, bounding) using all of the space available.	↔				
3.1.2 To maintain his pace without colliding with anyone or anything.	↔				
3.1.3 To move at different speeds passing over, under, around, or through obstacles of various shapes and sizes.	↔				
3.1.4 To move in different ways, varying the number of points of support and their distances apart.	↔				
3.1.5 To climb on equipment offering vertical and oblique movement, using different parts of the body.		↔			
3.1.6 To travel on equipment while suspended by various parts of the body.		↔			
3.1.7 To climb fairly steep inclines while maintaining balance.		↔			
3.1.8 To execute various stunts (rotations around a vertical axis), while in the air during a jump.		↔			
3.1.9 To travel by executing different types of rolls.			↔		

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level 1	Level 2	Level 3	A	M
3.1.10 To travel with good balance on fixed or somewhat moveable surfaces at a variety of heights.			↔		
3.1.11 To cross given distances as quickly as possible, using different parts of the body.			↔		
TOPIC OF STUDY : LOCOMOTOR MOVEMENT IN RELATIONSHIP WITH VARIOUS TYPES OF OBJECTS.	↔	↔	T ↔		
3.2 To move safely using various pieces of equipment on somewhat uneven terrain.					
3.2.1 To maintain balance going up and down somewhat inclined slopes on skis and snowshoes.		↔			
3.2.2 To descend a medium slope controlling speed and direction.			↔		
3.2.3 To stop in various ways while maintaining balance.			↔		
3.2.4 To execute starts, stops, and turns to the right and left.		↔			
3.2.5 To use equipment such as skis, skates, and snowshoes for the purposes for which they were designed.			↔		
3.2.6 To take adequate care of equipment and put it away after use.			↔		
3.2.7 To put on skis, skates, snowshoes, etc. securely and with ease.			↔		
3.2.8 To list some of the dangers inherent in the use of this type of equipment.			↔		
TOPIC OF STUDY : LOCOMOTOR MOVEMENT IN RELATIONSHIP WITH VARIOUS KINDS OF SPACE (WATER).	↔	↔	T ↔		
3.3 To move in water in different ways, maintaining balance in various positions.					
3.3.1 To exhale under water in different ways.					
3.3.2 To enter the water in different ways with controlled body positions.					
3.3.3 To glide on the front or the back, keeping the limbs at the surface of the water.					
3.3.4 To float at the surface of the water with as little movement as possible.					
3.3.5 To propel himself at the surface of the water in a variety of ways, from one point to another.					
3.3.6 To travel under water in different ways.					
SECOND MOVEMENT CONTEXT : PHYSICAL ENVIRONMENT **MOVEMENT PURPOSE : AWARENESS, ADAPTATION AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT AND OBJECT MANIPULATION** **THEME 4 - OBJECT MANIPULATION** **GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO CONTROL DIFFERENT KINDS OF OBJECT MANIPULATION UNDER A VARIETY OF PHYSICAL ENVIRONMENTAL CONDITIONS.** **TOPIC OF STUDY : HANDLING OBJECTS.**	↔	↔	T ↔		
4.1 To handle objects in different ways using various parts of the body.					
4.1.1 To vary grips in the handling of different objects.	↔				
4.1.2 To move an object around different parts of the body while stationary or in motion.	↔				

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
4.1.3 To juggle different objects while stationary or in motion.	↔				
4.1.4 To roll objects of diverse sizes, shapes, and weights in various ways with the aid of different parts of the body while stationary or in motion.	↔				
4.1.5 To use different ways to lift or carry objects which vary in size, shape, and weight, using various parts of the body, while stationary or in motion.	↔				
4.1.6 To use different ways to push or pull objects which vary in size, shape, or weight, using various parts of the body, while stationary or in motion.	↔				
4.1.7 To use different ways to pick up or put down objects which vary in size, shape, or weight, using various parts of the body, while stationary or in motion.	↔				
TOPIC OF STUDY : HANDLING OBJECTS.					
4.2 To exercise a measure of control over various objects through constant or intermittent contact.	↔	↔	T ↔		
4.2.1 To use an implement to give speed and direction to an object.		↔			
4.2.2 To use an implement to guide an object.		↔			
4.2.3 To use an implement to carry an object.		↔			
4.2.4 To dribble a variety of objects using the hands or feet.		↔			
4.2.5 To use implements to dribble various objects.		↔			
4.2.6 To pass on an object without dropping it, using different parts of the body.		↔			
TOPIC OF STUDY : PROPELLING OBJECTS.					
4.3 To propel a variety of objects in different ways with or without the use of implements.	↔	↔	T ↔		
4.3.1 To propel different objects in varied planes and directions.		↔			
4.3.2 To throw easy-to-handle objects at fixed and moving targets.		↔			
4.3.3 To throw objects at fixed targets with the help of implements.			↔		
4.3.4 To hit various objects with force and precision, using different parts of the body.			↔		
TOPIC OF STUDY : RECEIVING AND PROPELLING OBJECTS.					
4.4 To propel and receive a variety of objects in different ways, with or without the use of implements.	↔	↔	T ↔		
4.4.1 To bounce an object to different heights and catch it.		↔			
4.4.2 To propel objects using different parts of the body, so as to receive them with the same or a different body part.		↔			
4.4.3 To catch objects thrown to him.			↔		
4.4.4 To throw and catch objects of various shapes, weights, and sizes.			↔		

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
4.4.5 To propel and recover an object using different implements.			↔		
THIRD MOVEMENT CONTEXT : SOCIAL ENVIRONMENT					
MOVEMENT PURPOSE : AWARENESS, ADAPTATION, AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT IN THE MANIPULATION OF OBJECTS, AND IN COMMUNICATION WITH OTHERS					
THEME 5 - COOPERATION					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO COOPERATE WITH HIS PEERS IN ACTIVITIES USING TWO OR MORE PEOPLE.					
TOPIC OF STUDY : ASSISTING IN THE ACTION OF ANOTHER AND COOPERATING WITH ONE OR SEVERAL PARTNERS.					
5.1 To cooperate in small groups in accomplishing common tasks.	↔	↔	T ↔		
5.1.1 To assist a partner in executing a given task or movement.		↔			
5.1.2 To act in accordance with the rules and decisions adopted by the group.		↔			
5.1.3 To accept the assistance of partners.		↔			
5.1.4 To participate actively in group activities.	↔				
5.1.5 To complete a task begun by others.	↔				
5.1.6 To support a named or chosen leader.		↔			
TOPIC OF STUDY : SYNCHRONIZING ONE'S ACTIONS WITH THOSE OF OTHERS.					
5.2 To synchronize his actions with those of a partner in order to accomplish common tasks.	↔	↔	T ↔		
5.2.1 To move in twos, maintaining constant contact.			↔		
5.2.2 To mirror the actions of a partner.			↔		
5.2.3 To maintain a contrasting relationship with a partner by adapting spontaneously to his actions.			↔		
5.2.4 To coordinate his actions and movements with those of partners in activities with or without objects.			↔		
5.2.5 To perform a piece of choreography, a small dance, or a circle dance in a sub-group.			↔		
5.2.6 To move in harmony with others in a group.			↔		
THIRD MOVEMENT CONTEXT : SOCIAL ENVIRONMENT					
MOVEMENT PURPOSE : AWARENESS, ADAPTATION, AND CONTROL OF THE BODY IN LOCOMOTOR MOTION, AND IN THE MANIPULATION OF OBJECTS, AND IN COMMUNICATION WITH OTHERS					
THEME 6 - OPPOSITION					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO SKILFULLY OPPOSE THE ACTION OF ONE OR SEVERAL PEERS IN ACCORDANCE WITH THE PREVAILING RULES.					
TOPIC OF STUDY : INDIVIDUAL DEFENSIVE ACTIONS.					
6.1 To baffle a pursuer by varying one's actions and movements.	↔	↔	T ↔		
6.1.1 To keep an opponent at a distance in chasing games.		↔			

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
6.1.2 To avoid an object thrown in his direction.		→			
6.1.3 To use feints to get free of or outplay an opponent.			→		
6.1.4 To get free of a pursuer by varying the rhythm and direction of one's movements.			→		
TOPIC OF STUDY : INDIVIDUAL OFFENSIVE ACTIONS.					
6.2 To thwart the defensive actions of an opponent by varying one's movements and actions in accordance with the objectives of the activity.	→	→	T →		
6.2.1 To catch up with an opponent and to adapt to his speed and movements.	→				
6.2.2 To reach an opponent with the help of an object.			→		
6.2.3 To vary the speed and direction of objects propelled toward an opponent.		→			
6.2.4 To catch an opponent off balance by taking the offensive rapidly and being agile.			→		
6.2.5 To displace an opponent by varying grips and the points at which force is applied.			→		
6.2.6 To immobilize an opponent by using one's own weight or limiting the other's actions.			→		
THIRD MOVEMENT CONTEXT : SOCIAL ENVIRONMENT					
MOVEMENT PURPOSE : AWARENESS, ADAPTATION, AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT, IN THE MANIPULATION OF OBJECTS, AND IN COMMUNICATION WITH OTHERS					
THEME 7 - COOPERATION AND OPPOSITION					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO COOPERATE IN THE JOINT ACTIONS OF HIS PARTNERS AND SIMULTANEOUSLY COUNTER THOSE OF HIS ADVERSARIES IN ACCORDANCE WITH THE PREVAILING RULES.					
TOPIC OF STUDY : EXPLOITATION OF THE PLAYING SPACE.					
7.1 To make adequate use of the space at his disposal during group activities.	→	→	T →		
7.1.1 To move in the open spaces so as to free himself of pursuers.			→		
7.1.2 To move in the open spaces so as to be in position to receive a pass.			→		
7.1.3 To take the most direct or efficient route in relay activities.			→		
7.1.4 To position himself so as to help his teammates in relays.			→		
7.1.5 To become free in open spaces so as to be able to move an object ahead.			→		
7.1.6 To move so as to create open spaces to permit or help the attack.			→		
7.1.7 To move an object about so as to create an open space.			→		
7.1.8 To pass an object to a partner who is moving into an open space.			→		
7.1.9 To vary the direction and type of exchange so as to avoid an interception.			→		

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level 1	Level 2	Level 3	A	M
TOPIC OF STUDY : PLAYING DIFFERENT ROLES.					
7.2 To take various active roles in group activities.	←→	←→	T ←→		
7.2.1 To take different roles according to the need.		←→			
7.2.2 To adapt his role to the development of the activity.		←→			
7.2.3 To play different positions.		←→			
THIRD MOVEMENT CONTEXT : SOCIAL ENVIRONMENT					
MOVEMENT PURPOSE : AWARENESS, ADAPTATION, AND CONTROL OF THE BODY, IN MANIPULATION OF OBJECTS, AND IN COMMUNICATION WITH OTHERS					
THEME 8 - EXPRESSION					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO EXPRESS HIMSELF SPONTANEOUSLY THROUGH HIS BODY, INDIVIDUALLY OR IN A GROUP.					
TOPIC OF STUDY : EXPRESSION OF IDEAS AND FEELINGS.					
8.1 To express ideas and feelings through the development of different qualities of movement.	←→	←→	T ←→		
8.1.1 To represent through movements, objects varying in shape, size, weight, and function.	←→				
8.1.2 To reproduce movements borrowed from different trades, accentuating their characteristics.	←→				
8.1.3 To walk, bringing out characteristics of various personages (robots, soldiers, Charlie Chaplin).	←→				
8.1.4 To move imitating animals.	←→				
8.1.5 To express feelings of happiness, anger, through body positions and posture.	←→				
TOPIC OF STUDY : REPRESENTATIONS OF REAL AND IMAGINARY HAPPENINGS.					
8.2 TO REPRESENT REAL AND IMAGINARY HAPPENINGS MAKING USE OF DIFFERENT QUALITIES OF MOVEMENT.	←→	←→	T ←→		
8.2.1 To represent simple actions of everyday living through body positions and movements.		←→			
8.2.2 To express fictitious and imaginary events through body positions and movements.		←→			

PROTESTANT MORAL AND RELIGIOUS EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
LEVEL 1: WITH MY FAMILY					
MODULE 1: THE JUDAEO-CHRISTIAN STORY					
GENERAL OBJECTIVE: TO ACQUIRE A KNOWLEDGE OF THE TRADITIONS AND AN AWARENESS OF THE VALUES OF THE JUDAEO-CHRISTIAN STORY AS THEY PERTAIN TO THE FAMILY.					
The student will be able to:					
1.0 appreciate the importance of belonging to a family as illustrated by the Old Testament stories listed in the content	T ↔				
1.1 retell (role-play, draw, dramatize, recount, discuss, etc.) the Old Testament stories					
2.0 appreciate the importance of belonging to a family as illustrated by the stories about Jesus and his family listed in the content	T ↔				
2.1 retell (role-play, draw, dramatize, recount, discuss, etc.) the stories about Jesus					
MODULE 2 - CELEBRATION					
GENERAL OBJECTIVE: TO ACQUIRE A KNOWLEDGE OF VARIOUS CELEBRATIONS, AND TO DEVELOP A SYMPATHETIC AWARENESS OF THESE CELEBRATION PRACTICES.					
The student will be able to:					
1.0 appreciate celebrations within the family	T ↔				
1.1 express the various types of family celebrations by means of carols, songs, choral speaking, the dance, poems, pictures, etc.					
MODULE 3 - RELATIONSHIP					
GENERAL OBJECTIVE: TO LEARN OF THE RELATIONSHIPS AND VALUES FOUND IN FAMILIES AND TO DEVELOP AN UNDERSTANDING OF ONE'S ROLE AS A FAMILY MEMBER.					
The student will be able to:					
1.0 demonstrate an awareness of the wonder that life comes from life like itself, and requires nurture according to its kind	T ↔				
1.1 identify the different kinds of life forms; plant as different from animal as different from human					
1.2 tell (role-play, draw, discuss) some ways animal newborn are cared for					
1.3 tell (role-play, draw, discuss) some ways human newborn are cared for					
2.0 demonstrate an awareness of the family as a caring unit	T ↔				
2.1 describe (draw, tell about, etc.) some of the roles and responsibilities by which members of his own family show concern for one another					
3.0 demonstrate a growing awareness of his responsibilities as a contributing member of his family	T ↔				
3.1 tell some of the ways he takes care of himself and his possessions					
3.2 describe some of the ways he contributes to his family unit					

PROTESTANT MORAL AND RELIGIOUS EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
LEVEL 2: WITH MY FRIENDS MODULE 1 - THE JUDAEO-CHRISTIAN STORY GENERAL OBJECTIVE: TO ACQUIRE A KNOWLEDGE OF THE TRADITIONS AND AN AWARENESS OF THE VALUES OF THE JUDAEO-CHRISTIAN STORY AS THEY PERTAIN TO FRIENDSHIP. The student will begin to:					
1.0 appreciate the importance of friends as illustrated by the Old Testament stories listed in the content		T →←			
1.1 retell (role-play, draw, dramatize, recount, discuss, etc.) the Old Testament stories					
2.0 appreciate the importance of friends as illustrated by the stories about Jesus and His friends as listed in the content		T →←			
2.1 retell (role-play, draw, dramatize, recount, discuss, etc.) the stories about Jesus and His friends					
MODULE 2 - CELEBRATION GENERAL OBJECTIVE: TO ACQUIRE A DEEPENING KNOWLEDGE OF VARIOUS CELEBRATIONS AND TO DEVELOP A SYMPATHETIC AWARENESS OF THESE CELEBRATION PRACTICES. The student will be able to:					
1.0 appreciate celebrations with his friends		T →←			
1.1 participate in various celebrations by means of carols, songs, drama, choral speaking, poems, pictures, etc.					
MODULE 3 - RELATIONSHIPS GENERAL OBJECTIVE: TO LEARN ABOUT THE RELATIONSHIPS THAT EXIST AMONG PERSONS BEYOND THE FAMILY AND TO DEVELOP A DEEPER UNDERSTANDING OF THE RESPONSIBILITIES AND VALUES IMPLICIT IN SUCH RELATIONSHIPS. The student will be able to:					
1.0 demonstrate an awareness of the wonder of the continuous life cycle through which he and his friends came to be, and in which they all share		T →←			
1.1 describe how different living things reproduce themselves					
1.2 identify four special organs for reproduction in mammals					
1.3 identify these stages in the life cycle of living things					
2.0 demonstrate an awareness of the importance of having friends		T →←			
2.1 tell (relate, draw, role-play, etc.) about occasions when various persons became one's friends					
3.0 demonstrate a growing awareness of self through relationships with others		T →←			
3.1 describe ways he is like others and ways he is different from others in his class					
3.2 identify ways in which actions and words affect people by telling about at least five "feelings"					

PROTESTANT MORAL AND RELIGIOUS EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
3.3 demonstrate recognition of the potential for learning from his mistakes by describing errors that he has made and telling what was learned from them					
4.0 demonstrate a growing awareness of how one may become a good friend		T ↔			
4.1 describe some of the characteristics one finds in a friend by telling about several relationships characterized by trusting or sharing or co-operating or other factors					
4.2 describe some of the ways friends "make up" after they have hurt each other					
LEVEL 3: BEING TOGETHER					
MODULE 1 - THE JUDAEO-CHRISTIAN STORY					
GENERAL OBJECTIVE: TO ACQUIRE A KNOWLEDGE OF THE TRADITIONS AND AN AWARENESS OF THE VALUES OF THE JUDAEO-CHRISTIAN STORY AS THEY PERTAIN TO PEOPLE COMING TOGETHER IN COMMUNITY.					
The student will be able to:					
1.0 appreciate the importance of belonging to a group, as illustrated by the story of Moses and his community.			T ↔		
1.1 retell (role-play, draw, dramatize, recount, discuss, etc.) the story of how Moses and his people came together to form a community					
2.0 appreciate the importance of being a member of a group, as illustrated in the stories of Jesus			T ↔		
2.1 retell (role-play, draw, dramatize, recount, discuss, etc.) the stories of how Jesus chose his apostles					
2.1 express, in his own terms, his understanding of the three stories: - the lost sheep - the lost coin - the widow's penny					
MODULE 2 - CELEBRATION					
GENERAL OBJECTIVE: TO ACQUIRE A KNOWLEDGE OF VARIOUS COMMUNITY CELEBRATIONS AND AN AWARENESS OF THEIR SIGNIFICANCE FOR THE COMMUNITY.					
The student will be able to:					
1.0 demonstrate a sense of belonging to a group through the celebration of special events			T ↔		
1.1 participate in a variety of community celebrations through such means as song, drama, discussion, drawing, choral speaking, dance and poetry					
MODULE 3 - RELATIONSHIPS					
GENERAL OBJECTIVE: TO LEARN ABOUT THE IMPORTANCE OF RELATIONSHJIPS WITH OTHERS AND OF HIS UNIQUENESS AS AN INDIVIDUAL.					
The student will be able to:					
1.0 demonstrate an appreciation of his uniqueness			T ↔		
1.1 identify the physical characteristics that make one a boy or a girl					
1.2 discuss the ways each of us can develop his/her own particular abilities					

PROTESTANT MORAL AND RELIGIOUS EDUCATION

A: Addressed
M: More evaluation needed

	Level 1	Level 2	Level 3	A	M
2.1 demonstrate an awareness of his growing importance as an individual in a group			T →		
2.1 identify the groups to which he belongs					
2.2 express feelings about belonging to or being excluded from a group					
2.3 describe some of the roles and responsibilities of belonging to a group					
2.4 discuss the similarities and differences between human and animal groups					

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
OVERALL OBJECTIVE: TO GUIDE THE PUPIL TOWARDS AN INITIAL UNDERSTANDING OF THE SOCIAL, GEOGRAPHICAL, AND HISTORICAL REALITIES OF THE WORLD AROUND HIM.					
1.0 TO DEVELOP AN AWARENESS OF THE CONCEPT OF SPACE.					
1.1 To identify some of the physical and man-made features of his local environment.	↔	↔	T ↔		
1.1.1 To name some of the elements of his local environment, using a variety of visual aids.	↔	↔	• ↔		
1.1.2 To distinguish some of the natural from the man-made elements of his local environment.		↔	• ↔		
1.1.3 To classify the man-made parts of the local environment according to their function, using a variety of visual aids.			• ↔		
1.2 To situate himself in his local school environment, using landmarks and the cardinal points.			• ↔		
1.2.1 To give the location of a person, object, or place in relation to himself, another person, object, or place.	↔	↔	• ↔		
1.2.2 To identify, based on everyday life situations, objects and places which could serve as landmarks in the local environment.	↔	• ↔			
1.2.3 To give the location of several landmarks in the local school environment, using the cardinal points and taking the school as a reference point.		↔	• ↔		
1.2.4 To relate the four cardinal points to the different positions of the sun during the day.		• ↔			
1.2.5 To give the location of one place in relation to that of another, through fieldwork and using the cardinal points.			• ↔		
1.3 To describe, through fieldwork, the route taken to go from one place to another in the local school environment by using a plan or map, identifying landmarks, and by giving the directions followed.			T ↔		
1.3.1 To describe, though fieldwork, the route taken to go from one place to another, identifying landmarks and giving the directions followed.		• ↔			
1.3.2 To mark, on a plan or map, the principal landmarks of the local school environment, using symbols.			• ↔		
1.3.3 To identify, on a plan or map, landmarks in the local school environment which are represented by conventional symbols.		↔	• ↔		
1.3.4 To describe, in his own words, using a plan or map, the directions which must be followed to go from one place to another in the local school environment.	↔	• ↔			
1.3.5 To compare the distances of alternative routes between two places in the local school environment, using a plan or map.	↔	↔	• ↔		
1.3.6 To identify some of the physical and man-made features of a given area shown in ground-level and aerial views.	↔	↔	• ↔		
1.3.7 To identify the same physical and man-made features of a given area as shown in a vertical aerial photograph, and as represented on a map or plan.		↔	• ↔		

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
1.3.8 To decode conventional symbols including pictographs and colours.			• ↔		
1.3.9 To identify the four cardinal points on a map or plan.			• ↔		
1.3.10 To compare two distances to each other through fieldwork.	↔	• ↔			
1.3.11 To compare different distances on a plan or map using the naked eye, a string, or a strip of paper.			• ↔		
1.3.12 To read data represented in simple graph form.		↔	• ↔		
1.4 To situate the local environment in relation to the physical and man-made features of surrounding areas, using a plan or map.			T ↔		
1.4.1 To name the physical and man-made features which characterize the local environment, using a plan or map.			• ↔		
1.4.2 To give the location of the physical and man-made features which characterize the local environment, using a plan or map.			• ↔		
1.4.3 To identify the four cardinal points on a map or plan.			• ↔		
1.4.4 To identify the same physical and man-made features of a given area as shown in a vertical aerial photograph, and as represented on a map or plan.			• ↔		
1.4.5 To decode conventional symbols including pictographs and colours.			• ↔		
1.4.6 To give the location of one place relative to that of another, through fieldwork and using the cardinal points.			• ↔		
1.5 To identify some of the similarities and differences between his local environment and other environments, using photographs or other aids.			T ↔		
1.5.1 To identify some similarities and differences between the physical features of his local environment and those of other environments, using a variety of visual aids.			• ↔		
1.5.2 To identify some similarities and differences between the man-made features of his local environment and those of other environments, using a variety of visual aids.			• ↔		
1.5.3 To introduce the child to representations of the earth, using a globe.			• ↔		
2.0 TO DEVELOP AN AWARENESS OF THE CONCEPT OF TIME.					
2.1 To situate his activities and those of the people with whom he is in contact in the context of the daily, weekly, and annual cycles.			T ↔		
2.1.1 To name the different periods in each of the daily, weekly, and annual cycles.	↔	• ↔			
2.1.2 To arrange the different periods of each cycle in chronological order.	↔	↔	T ↔		

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
2.1.3 To associate activities and events with the different periods in each cycle.			•		
2.1.4 To read data presented in simple table form.		•			
2.1.5 To tell time and read the calendar.		•			
2.2 To situate familiar events, people, and objects in a time frame.		T			
2.2.1 To give his birthdate.		•			
2.2.2 To associate personal objects and significant events with specific ages in his life.	•				
2.2.3 To associate objects characteristic of specific ages with different periods in the lives of family members.		•			
2.2.4 To read data presented in simple table form.		•			
2.3 To situate different facts or events in his own life or that of his family in a time frame.		T			
2.3.1 To identify events in his own life or that of his family which could serve as reference points.	•				
2.3.2 To tell when objects were acquired and when events occurred in relation to each other.		•			
2.3.3 To arrange in chronological order the objects, facts, and events in his own life or in that of his family.		•			
2.4 To describe in his own words changes which have taken place in his physical and man-made environment, using a variety of visual aids, verbal accounts, and physical evidence (e.g. museum, artifacts, old buildings, etc.).			T		
2.4.1 To identify significant changes in a person's physical characteristics at different stages in his life.	•				
2.4.2 To identify significant changes in a person's activities at different stages in his life.	•				
2.4.3 To identify physical and man-made changes in his local environment.			•		
2.4.4 To identify physical and man-made changes which have occurred in the local environment, using a variety of visual aids showing the environment in former times.			•		
2.4.5 To identify changes in commonly used objects, using a variety of visual aids.			•		

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level			A	M
	1	2	3		
2.5 To recall different facts from his own past, his family's, and that of his local environment, using a variety of visual aids, verbal accounts, and physical evidence.			T ↔		
2.5.1 To tell about an event or episode in his family's past, using objects and a variety of visual aids.	↔	• ↔			
2.5.2 To identify traces of the past of his local environment, using a variety of visual aids, verbal accounts, and physical evidence.			• ↔		
2.5.3 To describe, in his own words, a scene from the daily life of the local environment in the past, using a variety of visual aids, verbal accounts, and physical evidence that deal with the period under study.			• ↔		
3.0 TO DEVELOP AN AWARENESS OF SOCIETY'S CULTURAL AND ECONOMIC REALITIES.					
3.1 To identify different ways in which society helps the child to satisfy his own needs.			T ↔		
3.1.1 To identify, based on situations from everyday life, physical needs which he must satisfy in order to survive and grow.	• ↔				
3.1.2 To identify, based on situations from everyday life, emotional and psychological needs which he must satisfy in order to develop.	• ↔				
3.1.3 To tell, in his own words, how the family meets his needs by showing the interdependence of its members.	• ↔				
3.1.4 To identify different external resources available to the family to satisfy its needs.			• ↔		
3.1.5 To associate with the different groups to which he belongs the goods and services they provide.	↔	↔	• ↔		
3.1.6 To tell, in his own words, how common consumer goods are produced, using a variety of visual aids.		• ↔			
3.1.7 To describe man's interdependence, using his own words and a variety of visual aids showing different trades and professions.		↔	• ↔		
3.2 To give examples of experiences he has had participating in the social and cultural life of the groups to which he belongs.			T ↔		
3.2.1 To explain how he contributes to the smooth functioning of the groups to which he belongs.	↔	• ↔			
3.2.2 To give examples of situations in which his attitudes or behaviour contribute to the smooth functioning of his local community.			• ↔		
3.2.3 To suggest plans for improving the quality of life of the groups in which he participates directly.			• ↔		
3.2.4 To describe, in his own words, some of the cultural activities of the ethnic group to which he belongs.			• ↔		

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level 1	Level 2	Level 3	A	M
3.3 To describe in his own words some of the economic factors which affect him directly.			T ↔		
3.3.1 To identify different economic exchanges which take place within the groups to which he belongs.	↔	↔	• ↔		
3.3.2 To compare, based on everyday life situations, the prices of different consumer goods ranging in value from one cent to ten dollars.		• ↔			
3.3.3 To tell about some of his first experiences with work.		↔	• ↔		
3.3.4 To identify different ways of earning money.	↔	• ↔			
3.3.5 To give examples of situations in daily life in which he must choose between different consumer goods.			• ↔		
3.3.6 To identify goods and services which benefit him and whose costs are shared by his family and other local taxpayers.			• ↔		
3.3.7 To identify coins and bills ranging in value from one cent to ten dollars.	T ↔				
3.4 To identify cultural differences between the life styles and customs of social groups in near and far places, and past and present times.			T ↔		
3.4.1 To identify how family living conditions today differ from those that existed when his parents and grandparents were children.		• ↔			
3.4.2 To identify how community services today differ from those available when his parents and grandparents were children.			• ↔		
3.4.3 To identify how people's modes of expression and communication differ from those which existed when his parents and grandparents were children.			• ↔		
3.4.4 To identify some ways in which the living conditions in his community differ from those elsewhere in the world, using a variety of visual aids.	↔	↔	• ↔		
3.4.5 To introduce the child to representations of the earth, using the globe.			• ↔		

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Descripteur(s): Objectifs d'enseignement * Programme d'études * Classe multiprogramme * Primaire (Ordre d'enseignement)

Ce cahier est destiné à l'enseignant d'une classe multiprogramme du deuxième cycle du primaire. Il vise à l'aider à parfaire sa connaissance globale des programmes et à pouvoir effectuer des liens entre les objectifs d'un ou de plusieurs programmes pour une ou plusieurs classes. Il lui permet également de connaître les objectifs atteints en cours d'année. Les programmes sont présentés par ordre alphabétique. Les objectifs occupent le côté gauche de la page et à droite se trouvent cinq colonnes. Les trois premières colonnes indiquent à l'aide d'une ligne fléchée en quelle classe les objectifs peuvent faire l'objet d'activités d'apprentissage. Lorsque l'objectif est terminal et doit être évalué, la ligne se termine par un "T". La quatrième colonne identifiée par un "P" (pour objectif présenté) permet à l'enseignant d'indiquer son numéro de thème de l'objectif poursuivi. La cinquième colonne nommée "R" (pour réévaluation) sert à l'enseignant à signaler s'il y a lieu ou non de revoir cet objectif avec ses élèves.

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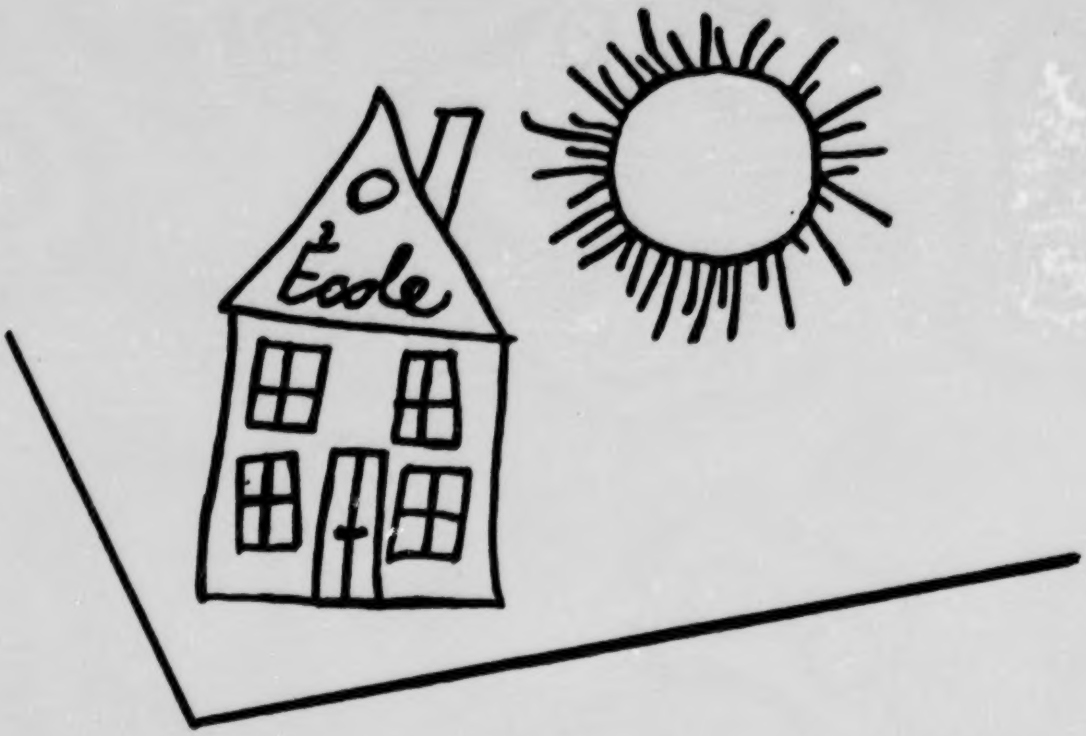

MULTILEVEL CLASSES

CONCISE GUIDE TO ELEMENTARY-LEVEL PROGRAM OBJECTIVES

CYCLE TWO

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INTRODUCTION

1.0 Intended Readers

This guide is intended to assist teachers of elementary-school multilevel classes. It may also be useful to teachers of regular classes.

2.0 Intent and Content of the Guide

This guide is designed to facilitate instructional management by helping teachers to improve their general knowledge of the programs and to correlate objectives of one or more programs for one or more levels. The guide is also intended to assist teachers in identifying the objectives achieved throughout the school year.

The guide contains the objectives of all the elementary-level programs. In order to facilitate use of the guide, the programs are listed in alphabetical order.

3.0 Numbering of the Program Objectives

For most programs, the numbering used in the guide is the same as that used in the corresponding curricula. In the case of English Language Arts, however, abbreviations were used for the focuses of READING, WRITING, LISTENING and SPEAKING when listing the objectives of the different levels of this program. Thus, 1.R would pertain to reading objectives, 1.W, to writing objectives, 1.L, to listening objectives, and 1.S, to speaking objectives.

Again, in the case of English Language Arts, it was necessary to include the INDICATORS for the learning objectives of the elementary-level program. The INDICATORS are needed to clarify the terminal objectives of the different levels of the English Language Arts program.

4.0 How to Use the Guide

All the program objectives have been grouped on the left-hand side of the page., To the right of the objectives, there are five columns. In the first three columns, an arrow indicates in which level the objectives may be covered in learning activities. When a T appears above an arrow, it indicates that the objective is a terminal objective and should be evaluated. In certain programs, particularly Social Studies, an asterisk appearing in one of the right-hand columns next to an intermediate objective indicates a suggested distribution of the content.

In the column marked A, for objective addressed, the teacher writes the number for the objective currently pursued. In the column marked M, for more evaluation needed, the teacher may write N to indicate that the objective is considered to have been achieved by most of the class and that it does not require more evaluating. The teacher may write Y to indicate that further evaluation is necessary and that the objective should be reviewed with the class. The teacher may also, of course, use his or her own notation in these last two columns.

DANCE

A: Addressed
M: More evaluation needed

OVERALL OBJECTIVE

TO ENABLE THE CHILD TO USE THE LANGUAGE OF DANCE AS A MEANS OF ARTISTIC EXPRESSION AND COMMUNICATION.

TO PERCEIVE

1.0 GENERAL OBJECTIVE : TO MAKE THE CHILD AWARE THROUGH THE EXPLORATION OF MOVEMENT, OF THE SENSORY ELEMENTS AND EMOTIONAL VALUES OF THE BODY AND ENVIRONMENT.

	Level 4	5	6	A	M
1.1 To be aware of the sensations associated with the execution of various partial and general movements.			T		
1.1.1 To identify, by exploring natural movements, the corresponding sensations and inner images.					
1.1.2 To develop the capacity for concentration and relaxation from sensory exercises based on movement.					
1.2 To recognize the differences and contrasts in feelings and emotions afforded by the exploration of body movement in space.			T		
1.2.1 To discover the variety of movements of which the body is capable, and to describe the corresponding kinaesthetic sensations.					
1.2.2 To illustrate verbally the feelings of weight, volume, and line related to the execution of these movements.					
1.2.3 To repeat from memory a movement or series of movements in order to find the exact kinaesthetic sensation.					
1.2.4 To increase his capacity for concentration and relaxation through sensory exercises built around movement.					
1.3 To be aware of the sensory characteristics of movements associated with different temporal values.			T		
1.3.1 To discover, from a study of walking, the differences in rhythm between persons.					
1.3.2 To recognize his own movement rhythm.					
1.3.3 To discover time differences in the execution of various general and partial movements.					
1.3.4 To discover the emotional value of his own rhythm of execution, or that of his peers.					
1.3.5 To recognize the emotional value of various sources of sound.					
1.4 To perceive the characteristics of the movements associated with emotions, with reference to the elements of the dominant TIME.			T		
1.4.1 To recognize elapsed times, to repeat them from memory to isolate the exact feeling.					
1.4.2 To explore variations in the speed of various movements and to illustrate, in a variety of ways, the corresponding sensations and inner images.					
1.5 To be aware of the different sensations related to exploration of the elements of the dominant ENERGY.			T		
1.5.1 To discover the feelings of strength or of tension involved in strong, weak, continuous, and balanced movements.					

DANCE

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
1.6 To associate, through the exploration of movements with various qualities, the kinaesthetic sensations with their corresponding inner images.			T		
1.6.1 To perceive the sensations of tension and relaxation related to movement during respiratory exercises.					
1.6.2 To identify, in terms of the emotions and kinaesthetic sensations felt, the distinctive characteristics of slow and fast movements.					
1.6.3 To repeat movements or series of movements of different qualities from memory, linking them to personal attitudes and experiences.					
TO EXPRESS					
2.0 GENERAL OBJECTIVE : TO LEAD THE CHILD TO BECOME FAMILIAR WITH THE STRUCTURES AND PRINCIPLES OF MOVEMENTS USED IN DANCE, AND WITH THE RELATIONSHIP WHICH EXISTS BETWEEN THEM.					
2.1 To recognize the dominants of the structure of movement and some related elements.			T		
2.1.1 To name some of the elements making up the dominants : BODY-SPACE, TIME, ENERGY.					
2.1.2 To recognize these elements in the work of classmates.					
2.1.3 To identify, classify, and relate some elements to the dominants.					
2.2 To understand the elements of the structure and principles of movement, so as to use them appropriately in the exploration and creation of dances.			T		
2.2.1 To identify and analyze the composition of these elements and their influence on each other.					
2.2.2 To name and describe the elements used in the exploration or creation of individual or group movements.					
2.2.3 To become familiar with Laban's notation symbols which apply to the qualities of movement, and to use them in the development of sets of movements.					
2.2.4 To describe the constituent parts of a dance in terms of a vocabulary of movement, the formation of groups, the qualities of movement, spatial patterns, and rhythmic qualities.					
3.0 GENERAL OBJECTIVE : TO LEAD THE CHILD TO EXPRESS HIS PERCEPTION OF MOVEMENT AND OF PERSONAL EXPERIENCE THROUGH THE EXPLORATION AND CREATION OF SIMPLE MOVEMENTS OR DANCES.					
3.1 To explore the elements of the dominant BODY-SPACE for improved gestural expression.			T		
3.1.1 To try out the elements of the dominant BODY-SPACE so as to develop a vocabulary of movement.					
3.1.2 To connect several movements comfortably (exact muscular co-ordination).					
3.1.3 To express spontaneously the emotional value of the elements of the dominant BODY-SPACE.					
3.1.4 To execute spontaneously movements of varying amplitude, shape, and direction.					
3.2 To use the elements of the dominant BODY-SPACE and the principles of movement to improve gestural expression.			T		
3.2.1 To connect a series of movements with some proficiency of execution and expression.					
3.2.2 To organize the elements of the language of dance to create movements with differing expressive values.					

DANCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
3.2.3 To create contrasts by the use of concentric or eccentric movements, in various complete or broken lines, or of any other element producing this effect.					
3.3 To explore the elements of the dominant TIME to achieve improved gestural expression.			T		
3.3.1 To express spontaneously in movements the emotional qualities attributable to length of time.					
3.3.2 To try out fast and slow movements.					
3.3.3 To connect a series of regular movements (walking) with variations.					
3.3.4 To repeat suites of movements including arrêts and continuous and alternating moves.					
3.3.5 To execute irregular movements in a personal way.					
3.4 To use the elements of the dominant TIME to achieve a more appropriate, efficient, and personal performance.			T		
3.4.1 To develop some proficiency in the execution of a series of regular and irregular movements.					
3.4.2 To use the expressive values of the arrêt and suspension in connecting various movements.					
3.4.3 To compose, with some proficiency of execution, suites of movements based on varied and contrasting rhythms.					
3.4.4 To participate in the development of a dance which expresses the emotional value attributable to the dominant TIME.					
3.5 To explore the elements of the dominant ENERGY for improved gestural expression.			T		
3.5.1 To try out strong, light, and balanced movements in varied situations.					
3.5.2 To connect a series of movements of the same quality (strong, light, balanced...).					
3.5.3 To repeat a suite of movements of different qualities in a personal way.					
3.6 To use the elements of the dominant ENERGY and the principles of movement for more fitting and efficient performance.			T		
3.6.1 To explore the qualities of movement through controlled exercises (study of exact kinaesthetic sensations).					
3.6.2 To use the qualities and principles of movement in order to represent, express, and symbolize feelings in a personal and expressive manner.					
3.7 To participate in the creation of movement phrases based on the use of the elements of the structure of movement.			T		
3.7.1 To compose a series of 3 or 4 movements, varying their amplitude and form.					
3.8 To participate in the creation of dances based on the application of the elements of the structure and principles of movement.			T		
3.8.1 To compose, as a group, a dance based on a common design.					
3.8.2 To use the elements of the structure of movement in productions based on imagination, memory, observation, and invention.					

DANCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
3.8.3 To organize, in group productions, the elements of the dominant ENERGY and the principles of movement.					
3.9 To reproduce the expressive quality of movements or steps taken from choreographic works, or those of classmates.			T		
3.9.1 To preserve in a general way the characteristics of the movements or steps in dances, associated with a theme, period, or culture.					
3.10 To interpret the expressive quality of movements or dances related to a given theme, period, or culture.					
3.10.1 To reproduce the dances of classmates or the steps of a traditional dance, taking care to respect the particular character of the steps and gestures.					
3.10.2 To decode the rhythmic structure of a simple dance, to repeat it, and preserve its expressive value.					
3.10.3 To preserve the quality of the steps and gestures in a folk or traditional dance.					
TO RESPOND (RETROSPECTION)					
4.0 GENERAL OBJECTIVE : TO LEAD THE CHILD TO ESTABLISH LINKS BETWEEN THE DANCE HE CREATES, THAT OF CLASSMATES, AND CHOREOGRAPHIC WORKS.					
4.1 To recognize some known elements of simple dances of yesterday and today.			T		
4.1.1 To relate spontaneously the story told by a choreography of yesterday or today.					
4.1.2 To express his perceptions of the productions of peers or of simple choreographic works in simple and general terms.					
4.2 To compare from his own productions various uses of the elements known by the choreographers of yesterday and today.			T		
4.2.1 To name and identify the elements of the structure of movement included in the dances of peers and in simple choreographic works of yesterday and today.					
4.2.2 To compare the use of the dominants (BODY-SPACE, ENERGY, TIME) in various choreographic works.					
4.2.3 To compare the choice of costumes from one FORM of dance with those of another.					
4.2.4 To compare the choice of music.					
4.2.5 To compare the choice of setting.					
4.2.6 To compare the choice of themes and their organization.					
4.2.7 To describe briefly each choreographic work, listing certain cultural characteristics.					
4.4 To develop, on the basis of traditional choreography, routines which might serve as the thread of an individual or group creation.			T		
5.0 GENERAL OBJECTIVE : TO LEAD THE CHILD TO AN INCREASED AWARENESS OF MOVEMENT THROUGH THE OBSERVATION AND ANALYSIS OF THE PRODUCTIONS OF CLASSMATES OR OF CHOREOGRAPHIC WORKS.					
5.1 To note what has been perceived while watching movements or dances.			T		
5.1.1 To describe verbally the emotions aroused while observing dances and movements.					

DANCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
5.1.2 To understand generally the emotional implications for the participants in a group or individual production or in a simple choreographic work.					
5.2 To make choices on the basis of reactions arising from the direct observation of movement.			T		
5.2.1 To compare generally the use of the elements of the language of dance in different FORMS of dance.					
5.2.2 To recognize the variety, quality, and emotional value included in a series of movements or in a dance.					
5.2.3 To identify the constituent parts of a simple dance, (beginning, body, finale).					
5.4 To evaluate the overall result of a dance, in order to improve it.			T		
5.4.1 To explain, given the result, the relevance of the means used in the creation of a movement phrase.					
5.4.2 To identify, if necessary, the difference which is found between what a movement is intended to depict, and what the spectator or observer perceives.					

DRAMA

A : Addressed
M : More evaluation needed

	Level			A	M
	4	5	6		
OVERALL OBJECTIVE					
TO ENABLE THE CHILD TO LEARN DRAMATIC LANGUAGE AS A MEANS OF EXPRESSION AND COMMUNICATION, THROUGH PLAY-RELATED GROUP ACTIVITIES WHICH INVOLVE ALL DIMENSIONS OF THE PERSONALITY.					
TO PERCEIVE					
1.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP HIS ABILITY TO INTERNALIZE SENSATIONS AND EMOTIONS ARISING FROM CONTACT WITH HIS ENVIRONMENT IN ORDER TO BECOME MORE ATTUNED TO THE WORLD AND TO ENRICH HIS POWERS OF EXPRESSION.					
1.1 To develop the ability to stop, relax, and become aware of environmental stimuli.			T		
1.1.1 To explore movements of general relaxation (stretching, yawning, movement).					
1.1.2 To explore immobility in contrast to mobility.					
1.1.3 To identify the physical qualities of the environment in terms of sound, sight, touch, smell, taste.					
1.2 To develop the ability to listen to the world and to himself.			T		
1.2.1 To identify the physical qualities of the environment in terms of sound, sight, touch, smell, taste.					
1.2.2 To appreciate the qualities of silence.					
1.2.3 To become aware of respiration (contrast: panting after violent exercise versus normal breathing).					
1.2.4 To become aware of sensations (contrast: heat-cold).					
1.2.5 To re-experience, through sensory and emotional memory, sensations and emotions related to particular happenings.					
1.2.6 To explore fictitious situations through imagination as well as the relevant sensations and emotions.					
TO EXPRESS (TO ACTUALIZE): EXPLORATION					
2.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO BECOME AWARE OF HIS BODY'S POTENTIAL FOR EXPRESSION AND COMMUNICATION.					
2.1 To move freely, alone and with a partner.			T		
2.1.1 To explore the basic movement (various steps and leaps: animal and other gaits).					
2.1.2 To explore the range of possible body movements from the least to the greatest (growth of a plant - hatching of an egg).					
2.1.3 To become aware of the parts of the body (stringed puppets).					
2.1.4 To move the various parts of the body in relation to one another (meshing).					
2.2 To develop the body's potential for expression.			T		
2.2.1 To explore various stances (statues, poses).					
2.2.2 To explore various body rhythms (fast: squirrel, townspeople - slow: in slow motion).					

DRAMA

A : Addressed
M : More evaluation needed

	Level 4	Level 5	Level 6	A	M
2.2.3 To explore various shapes (round: bubble - angular: starfish).					
2.2.4 To explore various qualities of movement (fluid: cloud, kite - jerky: robot, wooden soldier).					
3.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO BECOME AWARE OF HIS VOICE'S POTENTIAL FOR EXPRESSION AND COMMUNICATION.					
3.1 To try out the varieties of sounds which the human voice can produce.			T		
3.1.1 To explore the normal human sounds (breathing, panting).					
3.1.2 To explore spontaneous sounds related to everyday activities (pushing, pulling).					
3.1.3 To explore the imitation of the sounds of the environment (animal noises, the noise of machines and other everyday objects).					
3.2 To try out different varieties of sounds and the qualities of sound emission.			T		
3.2.1 To explore the natural sounds related to movement (fall - forward projection).					
3.2.2 To explore possible modifications in sound emissions from variations in: - breathing; - pitch of the voice; - volume of the voice; - speed of emission of the sound; - intonation.					
3.2.3 To explore the effects of an alternation of sound and silence.					
4.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO BECOME AWARE OF THE VARIOUS WAYS IN WHICH HIS ENVIRONMENT (SPACE) MAY BE USED IN EXPRESSION AND COMMUNICATION.					
4.1 To move comfortably in situations which involve simple interactions.			T		
4.1.1 To occupy his appropriate space (opening and closing: butterfly).					
4.1.2 To explore simple movements in various patterns (snake-like, zigzag, circle).					
4.1.3 To become spatially oriented in terms of visual, auditory, and tactile references.					
4.1.4 To move in coordination with a partner in a definite space.					
4.1.5 To explore simple changes in level (height: giraffe; low: crouching frog).					
4.2 To develop naturally in space in situations involving multiple and complex interactions.			T		
4.2.1 To occupy the surrounding space (class) in directions and patterns of varying difficulty.					
4.2.2 To organize space so as to ensure coherent action by an individual, couple, or small group.					
4.2.3 To explore changes in level while continuing to move: - alone; - in pairs; - in a small group.					

DRAMA

A : Addressed
M : More evaluation needed

	Level 4	Level 5	Level 6	A	M
5.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO BECOME AWARE OF THE VARIOUS WAYS IN WHICH OBJECTS IN HIS ENVIRONMENT MAY BE USED IN EXPRESSION AND COMMUNICATION.					
5.1 To explore the use of objects as supports for his motions and movements.			T		
5.1.1 To explore the physical properties of objects: shape, texture, colour.					
5.1.2 To explore possible relationships between the body and objects: - space relationships: above-inside; - shape relationships: body form - object form.					
5.1.3 To move with the help of an object, alone, or with a peer.					
5.1.4 To explore the possibilities for action when the object is used: - in the normal way; - imaginatively (a chair becomes a tree-house).					
5.2 To make use of objects at various levels (real - imaginary) within situations involving a partner or mini-group.			T		
5.2.1 To explore the relationships possible between his body and objects: - relationship of shape: shape of the object - shape of the moving body.					
5.2.2 To explore various poses and movements concerning an object in terms of: - its usual use; - imaginary qualities: - alone; - in pairs; - in mini-groups.					
TO EXPRESS (TO ACTUALIZE): EXPRESSION - COMMUNICATION					
6.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP AN AWARENESS OF NON-VERBAL LANGUAGE AND THE ABILITY TO USE IT IN EXPRESSION AND COMMUNICATION.					
6.1 To try out the use of poses, gestures, and movement in the expression of feelings, emotions, and ideas, individually and in pairs.			T		
6.1.1 To react spontaneously by gestures, movements, and poses to sounds, words, and pictures.					
6.1.2 To improvise individually poses, gestures, and movements in response to: - sounds (music) or words (a story); - an object: real or imaginary; - a theme.					
6.1.3 To react spontaneously to the poses, gestures, and movements of a peer related to a single isolated action.					
6.2 To develop simultaneity in the reactions between a sender (pose, gesture, movement) and a recipient (attentiveness) in expression and communication between partners or in a mini-group.			T		
6.2.1 To react spontaneously to the movements of a partner: - similar; - contrasting.					
6.2.2 To improvise in pairs or mini-groups the poses, gestures, and movements related to a single specific action.					

DRAMA

A : Addressed
M : More evaluation needed

	Level			A	M
	4	5	6		
6.2.3 To improvise in pairs or mini-groups the poses, gestures, and movements related to: - one or several real or imagined objects; - a theme; to provide continuous action.					
7.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP A FEELING FOR WORDS AND SPEECH, AND THE ABILITY TO USE THEM IN VERBAL EXPRESSION AND COMMUNICATION.					
7.1 To develop the relationship between the sender (speaker) and the recipient (listener) in simple verbal exchanges.			T		
7.1.1 To participate in the development of a chain story.					
7.1.2 To improvise a dialogue or story from a concrete example: - a series of pictures; - one or two objects.					
7.2 To try out the sound and semantic qualities of words and word groups as individuals, pairs, and mini-groups.			T		
7.2.1 To participate in group word association games: - sound affinity (skate-mate); - semantic affinity (snow-storm).					
7.2.2 To improvise a language by onomatopoeia: - alone; - in pairs.					
7.2.3 To improvise a story or dialogue in pairs or in mini-groups based on: - a concrete example (picture-music); - a theme.					
8.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP THE ABILITY TO USE BOTH VERBAL AND NON-VERBAL LANGUAGES SIMULTANEOUSLY IN EXPRESSION AND COMMUNICATION.					
8.1 To make simultaneous use of the voice, speech, the body, and the environment, while paying attention and listening to another, in order to express and communicate sensations, emotions, and ideas, in situations involving spontaneous interaction between partners.			T		
8.1.1 To improvise in pairs the words, sounds, poses, gestures, and movements related to a single specific activity.					
8.1.2 To improvise in pairs the words, sounds, poses, gestures and actions related to: - characters and elements of a story, as given; - one or more objects; to provide continuing action.					
8.2 To make simultaneous use of the voice, speech, body, and the environment, while paying attention and listening to another, in order to express and communicate sensations, emotions, and ideas in situations involving interaction between partners or within a mini-group.			T		
8.2.1 To improvise, in pairs or mini-groups, the words, sounds, poses, gestures, and movements related to a single specific action.					

DRAMA

A : Addressed
M : More evaluation needed

	Level			A	M
	4	5	6		
8.2.2 To improvise in pairs or mini-groups the words, sounds, poses, gestures, and movements related to: - a theme; - one or more objects; to provide continuing action from: - spontaneous improvisation; - improvisation with a brief preparation.					
TO RESPOND (TO REACT) **9.0 GENERAL OBJECTIVE: TO ENABLE THE CHILD TO DEVELOP THE ABILITY TO GRASP THROUGH RETROSPECTIVE REFLECTION THE SENSATIONS, EMOTIONS, AND IDEAS EXPRESSED SPONTANEOUSLY DURING AN ACTIVITY, AND TO IDENTIFY THE MEANS USED IN THEIR EXPRESSION.** **9.1 To identify some of the sensations, emotions, and ideas felt or expressed during an activity.**			T		
9.1.1 To review mentally the development of an activity.					
9.1.2 To verbalize the main points of an activity with one or two others or with the group.					
9.1.3 To transpose all or part of an activity into another medium (writing, drawing, etc.).					
9.2 To share with classmates the sensations, emotions, and ideas felt or expressed during an activity and to discuss the means used in their expression.			T		
9.2.1 To discuss with one or two classmates: - the main points of an activity (what); - the detailed development of an activity (what and how).					
9.2.2 To present, in a spirit of sharing with another team, or the whole group, an activity produced by the team, and to discuss it.					
9.2.3 To participate with the group in the transposition of an experience into another medium (writing, drawing, etc.).					

MUSIC

A: Addressed
M: More evaluation needed

OVERALL OBJECTIVE

TO PROVIDE THE CHILD WITH A VARIETY OF MUSICAL EXPERIENCES SO AS TO ELICIT PERSONAL AND MEANINGFUL RESPONSES TO THE PHENOMENON OF SOUND ON BOTH AFFECTIVE AND COGNITIVE LEVELS.

TO PERCEIVE TO EXPRESS

	Level 4	5	6	A	M
2.1.0 GENERAL OBJECTIVE: TO DEMONSTRATE SIMPLE LISTENING SKILLS IN TERMS OF AUDITORY DISCRIMINATION, INNER LISTENING, AND AUDITORY MEMORY.					
2.1.1 To recognize and use finer distinctions in volume.		↔	T ↔		
2.1.1.1 To recognize and use increasingly loud and soft sounds.	↔				
2.1.2 To know the composition of a number of instrumental groups.			T ↔		
2.1.2.1 To recognize the musical instruments found in his community.	↔				
2.1.2.2 To become familiar with some of the musical instruments that are characteristics of different ethnic groups.		↔			
2.1.3 To classify some of the traditional instruments according to family.			T ↔		
2.1.3.1 To be familiar with some traditional instruments.		↔			
2.1.4 To compare the different expressive qualities of a given instrument.			T ↔		
2.1.4.1 To discuss the influence of a particular instrument on the musical colour of an ethnic group.		↔			
2.1.5 To recognize changes in tempo.			T ↔		
2.1.5.1 To recognize a moderate tempo.	↔				
2.1.5.2 To recognize an increasing and a decreasing tempo.		↔			
2.1.6 To recognize and use more complex rhythm patterns.		↔	T ↔		
2.1.6.1 To recognize and use a variety of simple rhythm patterns.	↔				
2.1.7 To recognize certain familiar intervals.		↔	T ↔		
2.1.7.1 To illustrate the pattern of particular sound sequences.	↔				
2.1.7.2 To distinguish between sequential and non-sequential sounds.	↔				
2.1.8 To hear in his head the different qualities of the sounds used.	↔	↔	T ↔		
2.1.9 To repeat from memory more complex arrangements of sounds that contain the different musical qualities studied.	↔	↔	T ↔		

MUSIC

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
2.2.0 GENERAL OBJECTIVE: TO RECOGNIZE THE FORM OF A PATTERN OF SOUNDS.					
2.2.1 To recognize and use the rondo form (ABACA).		↔	T ↔		
2.2.1.1 To recognize and use the ABA musical form.	↔				
2.2.2 To recognize and sing a 3-part round.	↔	↔	T ↔		
2.2.3 To compare a theme and its variations.	↔	↔	T ↔		
2.3.0 GENERAL OBJECTIVE: TO NAME SOME OF THE ELEMENTS OF MUSICAL LANGUAGE AND TO REPRESENT THEM IN DIFFERENT NOTATIONAL FORMS.					
2.3.1 To read a number of simple melodies written in traditional notation.			T ↔		
2.3.1.1 To read a number of sequential and non-sequential notes that are written in traditional notation.	↔				
2.3.1.2 To read a number of rhythm patterns that are written in traditional notation.	↔				
2.3.2 To name the elements of musical language used in pieces written in traditional notation.			T ↔		
2.3.2.1 To name the volumes and pitches used in pieces written in traditional notation.	↔				
2.3.3 To read the different musical signs from their traditional symbols.			T ↔		
2.3.3.1 To read the musical signs for volume from their traditional symbols.		↔			
2.3.4 To invent more complex systems of symbols to illustrate the elements of musical language used.		↔	T ↔		
2.3.4.1 To invent simple systems of symbols to illustrate the elements of musical language used.	↔				
2.4.0 GENERAL OBJECTIVE : TO USE DIFFERENT MEANS AND TECHNIQUES OF EXPRESSION.					
2.4.1 To express the different elements of music through appropriate body movements.	↔	↔	T ↔		
2.4.2 To express more subtle nuances when singing songs and other vocal music.			T ↔		
2.4.2.1 To sing songs and other vocal music with greater confidence and control.	↔				
2.4.2.2 To sing songs and other vocal music with greater precision.		↔			
2.4.3 To compose and perform a number of instrumental pieces with a certain degree of skill.			T ↔		
2.4.3.1 To play a variety of more complex instruments.	↔				
2.4.3.2 To express himself by playing a particular instrument with a certain degree of technical skill.		↔			
2.4.4 To conduct a number of creative group music activities.			T ↔		

MUSIC

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
TO RESPOND					
2.5.0 GENERAL OBJECTIVE: TO EXPRESS HIS OWN IMPRESSIONS OF SOUND AND EMOTIONS HE HAS EXPERIENCED THROUGH CREATIVE INDIVIDUAL AND GROUP MUSIC ACTIVITIES.					
2.5.1 To participate in more complex creative music activities.			T ↔		
2.5.1.1 To participate in more varied creative music activities.	↔				
2.5.1.2 To take part in composing a piece of music that reflects a shared expressive objective.		↔			
2.6.0 TO FIND SIMILARITIES BETWEEN THE MUSIC HE CREATES, AND THE MUSIC OF THE PAST AND THE PRESENT.					
2.6.1 To compare the different ways in which the elements already studied have been used by composers in the past and the present.			T ↔		
2.6.1.1 To compare the ways in which some of the instruments that he has studied are used in music from the past and the present.	↔				
2.6.1.2 To identify the musical forms he knows how to use, in music from the past and the present.		↔			
2.6.1.3 To compare the ways in which some of the traditional instruments are used in music from the past and the present.		↔			
2.7.0 GENERAL OBJECTIVE: TO COMMUNICATE HIS EMOTIONAL RESPONSES TO HIS MUSICAL EXPERIENCES IN VARIOUS WAYS.					
2.7.1 To make musical choices on the basis of his feelings.			T ↔		
2.7.1.1 To compare with his classmates the different emotions evoked by certain musical arrangements.	↔	↔			
2.8.0 GENERAL OBJECTIVE: TO EVALUATE THE MUSIC HE HAS CREATED IN ORDER TO IMPROVE IT.					
2.8.1 To describe the music created for the purpose of comparing it with what was intended.		↔	T ↔		
2.8.1.1 To discuss with his classmates the suitability of the musical qualities used.	↔				
2.8.2 To find out why the music created is different from what was intended.		↔	T ↔		

VISUAL ART

A : Addressed
M : More evaluation needed

OVERALL OBJECTIVE

TO LEAD THE CHILD TO PRODUCE AND RESPOND TO HIS IMAGE AT EACH STAGE OF HIS GRAPHIC EVOLUTION IN ORDER TO ACQUIRE AN INTUITIVE UNDERSTANDING OF HIMSELF AND HIS ENVIRONMENT.

TO PERCEIVE

	Level 4	Level 5	Level 6	A	M
1.0 GENERAL OBJECTIVE: TO LEAD THE CHILD TO SELECT FROM AMONG THE SENSATIONS ARISING FROM CONTACT WITH LIFE AND THE ENVIRONMENT THOSE IDEAS WHICH HELP HIM TO GIVE FORM TO HIS IMAGE.					
1.1 To develop his perceptive mechanisms at the level of "I" (the work of the various parts of the body), and of "we" (of action and of space) in individual and group sensory experiences.			T		
1.1.1 To discover the form and arrangement of the body and environmental objects which he finds of emotional value.					
1.2 To develop his perceptive mechanisms at the level of "I" (as a member of a group), of "we" (as a member of a social group), of action (co-operation), of space (1, 2 and 3 dimensions) in individual and group sensory and kinaesthetic experiences.			T		
1.2.1 To discover the differences in shape and colour which characterize his body and surrounding objects.					
1.2.2 To discover the distinctive characteristics of his body and its surroundings and their modifications in colour, shape, and location in space.					

TO EXPRESS: BASIC EXERCISES

	Level 4	Level 5	Level 6	A	M
2.0 GENERAL OBJECTIVE: TO LEAD THE CHILD TO DEVELOP SPONTANEOUS AND DELIBERATE "GESTURES" IN HIS TECHNIQUES FOR TRANSFORMING MATERIALS, AND TO ACQUIRE THE CONCEPTS OF VISUAL LANGUAGE THROUGH THE BASIC EXERCISES.					
2.1 To explore his "gestures" through the basic exercises of freedom and discovery, in two dimensional techniques involving methods, materials, and tools, at a level appropriate to his motor capacity and stage of graphic representation.			T		
2.1.1 To draw lines, forms, and colours freehand with a pointed tool, in outline or with shading.					
2.1.2 To draw lines, forms, colours, and textures drawing freehand with a pointed tool, in outline, flat tint, or with shading.					
2.1.3 To produce lines, forms, and colours by applying colours with a tool outline, or flat tint.					
2.1.4 To produce lines, forms, colours, and textures by applying colours with a tool in outline, flat tint, blobs, dots, with shading, or by transparency.					
2.1.5 To produce lines and forms by gluing torn, cut, or folded materials to a flat surface.					
2.1.6 To produce lines and forms by gluing torn, cut, folded, or curled materials together, either flat or in relief, or by transparency.					
2.1.7 To make an outline of lines and forms in soft materials with a pointed instrument.					
2.1.8 To produce forms and textures in soft materials by using a pointed instrument to make outlines and shading.					

VISUAL ART

A : Addressed
M : More evaluation needed

	Level 4	Level 5	Level 6	A	M
2.1.9 To produce lines and forms by using hand pressure to apply a colour coated pad, engraved or not, to a surface.					
2.1.10 To produce lines, forms, colours, and textures by applying a colour coated pad, engraved or otherwise, to a variety of surfaces, using hand pressure.					
2.1.11 To produce lines, shapes, and textures by rubbing.					
2.2 To explore his "gestures" through the basic exercises of freedom and discovery, in three dimensional techniques involving methods, materials, and tools, at a level appropriate to his motor capacity and stage of graphic representation.	→	→	T →		
2.2.1 To create relief and round relief forms in soft materials using the pinch, coil, or slab methods.					
2.2.2 To create objects in low, high, and round relief in soft materials using the pinch or coil method.					
2.2.3 To produce objects in relief and round relief by folding and shaping sheet (two dimensional) materials.					
2.2.4 To produce objects in low, high, and round relief by crinkling and stuffing sheet (two dimensional) materials.					
2.2.5 To produce stabiles by gluing or attaching objects together.					
2.2.6 To produce mobiles and stabiles by gluing, tying, or nailing objects together.					
2.2.7 To extract forms by direct carving of materials to produce objects in low, high, and round relief.					
2.3 To organize two and three dimensional space by using the techniques in the basic exploratory exercises.	→	→	T →		
2.3.1 To list the elements of space.					
2.3.2 To juxtapose the elements in space.					
2.3.3 To superpose the elements in space.					
2.3.4 To use different dimensions (1st and 2nd).					
2.3.5 To develop space in different dimensions (1, 2, 3).					
2.3.6 To modify colour, shape, and size of people and objects in keeping with distances.					
2.4 To explore the visual vocabulary through basic exploratory exercises using two or three dimensional techniques.	→	→	T →		
2.4.1 To explore outlines.					
2.4.2 To explore the directions of simple and multiple lines.					
2.4.3 To explore the characteristics of lines (short and long, thin and thick, etc.).					
2.4.4 To explore angular and rounded forms.					
2.4.5 To explore the inside and outside of forms.					
2.4.6 To explore the dimensions of forms.					
2.4.7 To explore pure and compound colours.					

VISUAL ART

A : Addressed
M : More evaluation needed

	Level 4	Level 5	Level 6	A	M
2.4.8 To explore the contrast between light and dark colours.					
2.4.9 To explore the characteristics of volumes.					
2.4.10 To explore the dimensions of volumes.					
2.4.11 To explore the qualities of lines.					
2.4.12 To explore the use of line to obtain surface quality.					
2.4.13 To explore the use of line to obtain visual and tactile texture.					
2.4.14 To explore the use of line to produce surfaces.					
2.4.15 To explore the use of line to suggest volume.					
2.4.16 To explore the use of line to arrive at modulated surfaces.					
2.4.17 To explore complex and irregular forms.					
2.4.18 To explore visual and tactile textures.					
2.4.19 To explore the modulation of shapes.					
2.4.20 To explore mixtures of two or three simple colours.					
2.4.21 To explore the contrasts between opaque and transparent or between dull and brilliant colours.					
2.4.22 To explore the modulation of colour (dilute, graduated, monochrome).					
2.4.23 To explore full and empty volumes.					
2.4.24 To explore the texture of volume.					
2.5 To organize the plastic elements of visual language in two or three dimensional space, through the exploration of rhythm, balance, movement, dominance, using the techniques of the basic exploratory exercises.			T		
2.5.1 To explore rhythm by the repetition of lines, forms, and colours.					
2.5.2 To explore rhythm through the alternation of lines, forms, and colours.					
2.5.3 To explore balance through the grouping and spacing of lines, forms, and colours.					
2.5.4 To explore balance through the symmetrical and asymmetrical distribution of lines, forms, and colours.					
2.5.5 To explore movement by changing the direction and position of lines, forms, and colours.					
2.5.6 To explore lines, forms, colours, and textures in order to obtain the effects of dominance.					
TO EXPRESS (PRODUCTION)					
3.0 GENERAL OBJECTIVE: TO LEAD CHILD TO REPRESENT, EXPRESS, AND SYMBOLIZE HIS FEELINGS IN INDIVIDUAL OR GROUP PROJECTS BY MEANS OF TECHNIQUES AND VISUAL LANGUAGE.					
3.1 To repeat the "gestures" learned through the basic exercises to produce an image from memory.			T		

VISUAL ART

A : Addressed
M : More evaluation needed

	Level			A	M
	4	5	6		
3.2 To repeat the "gestures" learned through the basic exercises to produce images from memory, imagination, and observation.			T		
3.3 To develop from memory themes involving his perception of existence and the environment.			T		
3.3.1 To represent himself in action.					
3.3.2 To represent himself and a friend in action.					
3.3.3 To represent his family, friend or friends, and acquaintances.					
3.3.4 To represent animals, plants.					
3.3.5 To represent the sun, moon, and stars.					
3.3.6 To represent divine beings.					
3.3.7 To represent his immediate surroundings: bedroom, home, yard, etc.					
3.3.8 To represent familiar places: school, dentist's office, store, etc.					
3.3.9 To represent familiar objects: toys, chair, table, etc.					
3.3.10 To represent the seasons, traditional and religious holidays.					
3.4 To develop from memory, imagination and observation themes involving perception of existence and the environment.			T		
3.4.1 To represent himself in action with others.					
3.4.2 To represent groups of people.					
3.4.3 To represent groups of animals, plants.					
3.4.4 To represent the sun, moon, stars, and planets.					
3.4.5 To represent divine, legendary, and heroic beings.					
3.4.6 To represent his immediate surroundings: streets, parks, etc.					
3.4.7 To represent familiar places: the stores, aquarium, market, restaurant, etc.					
3.4.8 To represent familiar, common, and imaginary objects.					
3.4.9 To represent the seasons, traditional and religious holidays, important and historical events.					
3.5 To organize two or three dimensional space in productions from memory, using the techniques acquired through the basic exercises, and in terms of his image.			T		
3.6 To organize two or three dimensional space in productions from memory, imagination, and observation, using the techniques acquired through the basic exercises, and in terms of his image.			T		
3.7 To use some plastic elements of visual language in productions from memory through the techniques already explored, and in terms of his image.			T		

VISUAL ART

A : Addressed
M : More evaluation needed

	Level			A	M
	4	5	6		
3.8 To develop some plastic elements of visual language in productions from memory, imagination, and observation by means of the techniques already explored, and in terms of his image.			T		
3.9 To arrange the plastic elements of visual language in productions from memory in two or three dimensional space, exploring rhythm, balance, movement, and dominance by means of the techniques already explored and in terms of his image.			T		
3.10 To arrange the plastic elements of visual language in productions from memory, imagination, and observation in two dimensional space, exploring rhythm, balance, movement, and dominance, by means of the techniques already explored, and in terms of his image.			T		
TO RESPOND					
4.0 GENERAL OBJECTIVE: TO LEAD THE CHILD TO DISTINGUISH IN DESCRIPTIVE TERMS THE IDEA BEHIND THE IMAGE IN HIS OWN AND HIS CLASSMATES' PRODUCTIONS AND IN WORKS OF ART.					
4.1 To discuss his image, that of his peers and works of art.			T		
4.1.1 To talk about his image.					
4.1.2 To communicate what he feels about his companions' productions.					
4.1.3 To communicate what he feels about works of art.					
4.2 To discuss his image, that of his peers, works of art, and to recognize the plastic elements in them.			T		
4.2.1 To make up stories from historic works.					
4.2.2 To name and identify the plastic elements making up the image.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A : Addressed
M : More evaluation needed

CATHOLIC	Level 4	Level 5	Level 6	A	M
MODULE 1 - DISCOVERY OF JESUS FROM THE GOSPELS					
1.0 TO DISCOVER SOME CHARACTERISTICS OF THE JESUS EVENT FROM THE GOSPELS.					
1.1 The gospels, an important source for reading about the Jesus event.					
1.1.1 Know the stages in the composition of the gospels.	T ↔				
1.1.1.1 Recall some events of the life of Jesus constituting a first stage in the development of the gospels.					
1.1.1.2 Identify the way in which the first Christian communities contributed to the development of the gospels.					
1.1.2 Consider the gospels as an important source for reading about the Jesus event.	T ↔				
1.1.2.1 Enumerate the reasons for the writing of the gospels by the evangelists.					
1.1.2.2 Indicate one stage in the writing of the gospels that seems important to him or her.					
1.1.2.3 Tell why the gospels are an important source for reading about the facts related to Jesus.					
1.2 Different ways of seeing Jesus.					
1.2.1 Describe in his or her own words some characteristics of Jesus reported by the evangelists and their communities.	T ↔				
1.2.1.1 Identify different messages reported by the evangelists and their communities.					
1.2.1.2 Trace characteristics of Jesus from different messages reported by the evangelists and their communities.					
1.2.1.3 Illustrate a characteristic of Jesus discovered from a passage of a gospel.					
MODULE 2 - JESUS, GOOD NEWS					
2.0 TO RECOGNIZE JESUS, THE GOOD NEWS FULFILLED IN WORDS AND IN ACTIONS.					
2.1 Jesus, the Good News that progressively reveals itself.					
2.1.1 Trace some events in the life of Jesus showing that he is Good News that reveals itself progressively.	T ↔				
2.1.1.1 Review the birth of Jesus by referring to the evangelist Luke or Matthew.					
2.1.1.2 Illustrate some aspects of the life of Jesus showing that he was a man of his time.					
2.1.1.3 Say in his or her own words what happened at the baptism of Jesus.					
2.1.1.4 Tell of the moment where Jesus expressed that he is the Good News for the life of the world.					
2.1.1.5 Make a comparison between some events of the life of Jesus and the information they give us about him.					
2.1.1.6 Tell in his or her own way some events in the life of Jesus that express that Jesus is Good News.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A : Addressed
M : More evaluation needed

CATHOLIC	Level			A	M
	4	5	6		
2.2 Jesus, the Good News that transforms.					
2.2.1 Understand that Jesus is Good News that brings about change.	T ↔				
2.2.1.1 Identify, in the gospels, words and deeds of Jesus that free us and that are full of tenderness, goodness, life.					
2.2.1.2 Enumerate the changes observed in persons who came close to Jesus.					
2.2.1.3 Indicate deeds or words of Jesus showing that he is the Good News that brings about change.					
2.2.1.4 Imagine words, actions, or activities that could create more life, more love, more freedom around him or her.					
2.3 Jesus, the Good News that causes reactions.					
2.3.1 Realize that the words and actions of Jesus caused reactions among his contemporaries.	T ↔				
2.3.1.1 Find words and deeds of Jesus that made his contemporaries react.					
2.3.1.2 Enumerate some reactions observed on the part of the contemporaries of Jesus.					
2.3.1.3 Illustrate some reactions that show who Jesus is.					
2.3.1.4 Indicate some of his or her own reactions to the words and deeds of Jesus.					
2.4 Attitudes to welcome Jesus, the Good News.					
2.4.1 Know some attitudes essential for the welcoming of Jesus, Good News.					
2.4.1.1 Identify, in the gospels, words and deeds of Jesus that speak of availability, trust, openness of the heart, forgiveness, welcoming, etc.					
2.4.1.2 Find in his or her environment, words and deeds inviting him or her to be more receptive, more available towards people he or she meets.					
2.4.2 Notice words and actions that are ways of welcoming Jesus, Good News.	T ↔				
2.4.2.1 Illustrate some ways of welcoming Jesus (words, actions, activities).					
MODULE 3 - JESUS, THE GOOD NEWS THAT CONTINUES TODAY					
3.0 TO RECOGNIZE THAT HIS OR HER EXPERIENCE AS WELL AS THAT OF CHRISTIANS TODAY CONTINUES THE GOOD NEWS, JESUS.					
3.1 Jesus, Good News continued by present-day Christians.					
3.1.1 Recall some characteristics of Jesus by referring to aspects of present-day Christian groups or communities.	T ↔				
3.1.1.1 Review some characteristics of the first Christian communities.					
3.1.1.2 Review certain characteristics of Jesus reported by the evangelists and their communities.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A : Addressed
M : More evaluation needed

CATHOLIC	Level			A	M
	4	5	6		
3.1.2 Appreciate the actions and words by which Christian groups or communities continue the Good News, Jesus.	T ↔				
3.1.2.1 Identify different Christian groups or communities he or she knows.					
3.1.2.2 Enumerate actions or words characteristic of present-day Christian groups or communities.					
3.1.2.3 Establish a parallel between the characteristics of Jesus reported by evangelists and their communities and the characteristics (words, actions) of present-day Christian groups or communities.					
3.2 Jesus, Good News continued in a personal way.					
3.2.1 Tell in his or her own words who Jesus is (person and message).	↔				
3.2.1.1 Recall from memory (or refer to the gospels) some of the great stages in the life of Jesus.					
3.2.1.2 Identify ways of expressing Jesus, the Good News, today.					
3.2.1.3 Be attentive to a stage of the life of Jesus that helps the pupil to express what Jesus represents for him or her.					
3.2.2 Express in different ways how his or her discoveries concerning the Jesus event can lead to continued growth.	T ↔				
3.2.2.1 Express in his or her own words a message transmitted by the words and deeds of Jesus.					
3.2.2.2 Imagine various ways of expressing what he or she considers important in order to continue the Good News, Jesus.					
3.2.2.3 Illustrate what continuing the Good News, Jesus, means to him or her.					
MODULE 4 - THE SPIRIT ACTIVE IN THE CHURCH **4.0 TO RECOGNIZE THE ACTION OF THE SPIRIT IN THE LIFE OF THE CHURCH.** **4.1 The Spirit gives birth to the Church.**					
4.1.1 Understand that through the action of the Spirit, the Church is born.		T ↔			
4.1.1.1 Show how the Spirit manifested itself after the death-resurrection.					
4.1.1.2 Find signs indicating that the witness of the Resurrection received the promised Spirit.					
4.1.1.3 Describe the events through which the Spirit gave birth to the Church.					
4.1.2 Take an interest in the events which marked the birth of the Church.		T ↔			
4.1.2.1 Illustrate in his or her own way the beginning of the Church.					
4.2 The Spirit of Jesus contributes to the development of the Church.					
4.2.1 Find, in different stages of the Church's growth, some signs of the presence of the Spirit of Jesus.		T ↔			
4.2.1.1 Enumerate some stages of the development of the Church.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A : Addressed
M : More evaluation needed

CATHOLIC	Level			A	M
	4	5	6		
4.2.1.2 Identify some signs of the presence of the Spirit of Jesus in the development of the Church.					
4.2.1.3 Associate some signs of the presence of the Spirit of Jesus to the stages of development of the Church.					
4.2.2 Appreciate the actions of Christians who, fortified by the Spirit of Jesus, contribute to the growth of the Church.		T ←→			
4.2.2.1 Indicate one stage of the development of the Church in which Christians manifest their faith in Jesus Christ and loyalty to his Spirit.					
4.2.2.2 Illustrate one sign indicating that the Spirit of Jesus is present to Christians who struggle to make the Church grow.					
MODULE 5 - THE SPIRIT OF JESUS ACTIVE IN THE LIVES OF CHRISTIANS					
5.0 TO DEVELOP HIS OR HER ATTENTION TO THE CALLS OF THE SPIRIT OF JESUS, ACTIVE IN THE LIVES OF CHRISTIANS.					
5.1 Calls of the Spirit of Jesus.					
5.1.1 Find various examples of the calls of the Spirit of Jesus in his or her own life and in the lives of present-day Christians.		T ←→			
5.1.1.1 Identify persons and events that are calls of the Spirit of Jesus.					
5.1.1.2 Trace actions and words in the lives of Christians that, to him or her, appear as calls of the Spirit of Jesus.					
5.1.2 Show interest for the calls of the Spirit of Jesus heard in the lives of present-day Christians.		T ←→			
5.1.2.1 Select happy events that lead him or her to a better perception of the calls of the Spirit of Jesus.					
5.1.2.2 Explain in his or her own way, how the Spirit of Jesus speaks today.					
5.2 Response to the calls of the Spirit of Jesus.					
5.2.1 Understand how Christians respond to the calls of the Spirit of Jesus.		T ←→			
5.2.1.1 Identify particular ways for Christians to respond to the calls of the Spirit of Jesus.					
5.2.1.2 Identify various responses to the calls of the Spirit of Jesus ensuing from the faith and commitment of Christians.					
5.2.1.3 Indicate various ways of responding personally to the calls of the Spirit of Jesus.					
5.2.2 Accept to respond personally to the calls of the Spirit of Jesus.		T ←→			
5.2.2.1 Imagine experiences, activities, projects by which he or she can respond to the calls of the Spirit of Jesus while being at the service of others.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A : Addressed
M : More evaluation needed

CATHOLIC	Level			A	M
	4	5	6		
MODULE 6 - THE SPIRIT OF JESUS ACTIVE IN THE WORLD					
6.0 TO DISCOVER THAT THE SPIRIT OF JESUS IS ACTIVE IN THE WORLD.					
6.1 Signs of the dynamism of the action of the Spirit of Jesus in the world.					
6.1.1 Recognize signs of the action of the Spirit of Jesus in human beings.		T ↔			
6.1.1.1 Enumerate commitment and solidarity projects showing the universal action of the Spirit of Jesus.					
6.1.1.2 Identify persons, communities, and groups that help the pupil recognize the marvels brought by the Spirit of Jesus in the world.					
6.1.2 Show interest for the dynamism activated by the Spirit of Jesus in the world.		T ↔			
6.1.2.1 Express in various ways his or her wonder for the commitment and the realizations of human beings : signs of the presence of the Spirit of Jesus in the world.					
MODULE 7 - A LIFE INSPIRED BY JESUS					
7.0 TO RECOGNIZE THAT THE VALUES LIVED BY JESUS ARE A SOURCE OF INSPIRATION FOR CHRISTIAN LIFE.					
7.1 View of the choices of Jesus.					
7.1.1 Look in the Gospel for the reasons that guided the choices of Jesus.			T ↔		
7.1.1.1 Identify in the Gospel persons, groups, places, things, that indicate the choices of Jesus.					
7.1.1.2 Show how the choices of Jesus question the way of thinking and acting of his contemporaries.					
7.1.1.3 Illustrate one of the reasons that helps him or her understand the choices of Jesus.					
7.2 Values lived by Jesus.					
7.2.1 Look in the Gospel for the values lived by Jesus.			T ↔		
7.2.1.1 Identify in the Gospel, situations where Jesus favours the same choices.					
7.2.1.2 Identify some of the actions of Jesus showing that faithfulness is a characteristic of his conduct.					
7.2.2 Be attentive to the faithfulness with which Jesus lived his choices.			T ↔		
7.2.2.1 Illustrate how he or she can express admiration for the way Jesus acts towards his Father and others.					
7.2.2.2 Indicate some values lived by Jesus and what they mean to him or her.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A : Addressed
M : More evaluation needed

CATHOLIC

	Level			A	M
	4	5	6		
7.3 Values lived by Jesus: inspiration for Christians			T →		
7.3.1 Realize that the values lived by Jesus inspire Christian action.					
7.3.1.1 Identify Christians who were influenced by the values lived by Jesus.					
7.3.1.2 Enumerate some reasons that lead him or her to say that the values lived by Jesus inspire Christian actions.					
7.3.2 Take interest in the various ways Christians were inspired by the values lived by Jesus.			T →		
7.3.2.1 Say in his or her own words how present-day Christians show in an original way the values lived by Jesus.					
MODULE 8 - A LIFE BASED ON LOVE 8.0 TO DISCOVER THE FUNDAMENTAL IMPORTANCE OF THE LOVE OF GOD IN THE LIFE OF JESUS AND IN THE LIVES OF CHRISTIANS. 8.1 God is love.					
8.1.1 Recognize that Jesus reveals God Who Is Love.			T →		
8.1.1.1 Find in the New Testament situations in which Jesus manifests that his Father occupies an important place in his life.					
8.1.1.2 Indicate particular characteristics of God announced by Jesus.					
8.1.2 Be attentive to the characteristics of the God of Jesus.			T →		
8.1.2.1 Say in his or her own words what "God is Love" means to him or her.					
8.2 Ways of expressing God Who Is Love.					
8.2.1 Find out how Christians express the God Who Is Love revealed by Jesus.			T →		
8.2.1.1 Identify, in different situations, Christians who can show some characteristics of the God of Jesus.					
8.2.1.2 Describe, in different ways, how Christians show some characteristics of the God of Jesus.					
8.2.2 Express love for God and others in his or her own personal way.			T →		
8.2.2.1 Indicate a meaningful way of expressing his or her personal love to the God of Jesus.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A : Addressed
M : More evaluation needed

CATHOLIC

	Level 4	Level 5	Level 6	A	M
MODULE 9 - A LIFE MARKED BY THE PASCHAL MYSTERY					
9.0 TO RECOGNIZE THAT THE PASCHAL MYSTERY IS AT THE CENTER OF CHRISTIAN LIFE.					
9.1 The Paschal Mystery.					
9.1.1 Clarify the meaning of the Paschal Mystery.			T →		
9.1.1.1 Review the facts that marked the end of the life of Jesus and that tell of his faithfulness to his Father.					
9.1.1.2 Enumerate the main reasons for the death-resurrection event of Jesus.					
9.1.1.3 Identify signs that help Christians understand the meaning of the Paschal Mystery.					
9.1.2 Become aware that in death-life situations, Jesus is faithful to his Father.			T →		
9.1.2.1 Indicate an important message ensuing from the death-resurrection event of Jesus.					
9.2 Presence of the Paschal Mystery in the lives of Christians.					
9.2.1 Analyze situations where the Paschal Mystery is a source of hope for Christians.			T →		
9.2.1.1 Identify difficult situations in Christian life.					
9.2.1.2 Enumerate ways of living Christian hope.					
9.2.2 Become aware of death-life situations in which the Paschal Mystery helps us to live in Christian hope.			T →		
9.2.2.1 Establish a parallel between the death-life situations experienced by Jesus, Christians, and his or her own experiences in everyday life.					
9.2.2.2 Find the link between the death-resurrection of Jesus and the difficult situations of everyday life.					
9.2.2.3 Tell why the Paschal Mystery helps to live a life of Christian hope.					
MODULE 10 - A LIFE THAT PROGRESSES IN THE FAITH					
10.0 TO DEEPEN THE BASIC COMPONENTS OF CHRISTIAN FAITH.					
10.1 Basic components of Christian faith.					
10.1.1 Understand that Christian faith is lived and enhanced in community.			T →		
10.1.1.1 Review the main assertions of the Creed.					
10.1.1.2 Enumerate some characteristics that permit the assertion of the community dimension of faith.					
10.1.1.3 Indicate the components of Christian faith essential for him or her.					
10.1.1.4 Enumerate occasions in which he or she can express faith with others.					

CATHOLIC RELIGIOUS AND MORAL INSTRUCTION

A : Addressed
M : More evaluation needed

CATHOLIC

	Level			A	M
	4	5	6		
10.1.2 Express his or her Christian faith in community.			T →		
10.1.2.1 Tell why it is important to express his or her faith in community.					
10.2 Personal expressions of Christian faith.					
10.2.1 Formulate his or her profession of faith in a few sentences.			T →		
10.2.1.1 Identify various ways of expressing Christian faith.					
10.2.1.2 Enumerate the basic components by which he or she can express faith.					
10.2.1.3 Identify some values favouring his or her personal expression of faith.					
10.2.2 Participate in a project or activity which expresses his or her faith and indicates important values.			T →		
10.2.2.1 Choose words, actions, or attitudes permitting his or her personal expression of faith.					
10.2.2.2 Explain in his or her own words the meaning of a profession of faith.					
10.3 Means of progressing in the faith.					
10.3.1 Know ways of growing in Christian faith.			T →		
10.3.1.1 Be attentive to moments when Christians pray, celebrate with others, commit themselves...					
10.3.1.2 Identify actions performed by Christians in order to progress in faith.					
10.3.2 Choose some means he or she finds important in order to grow in faith.			T →		
10.3.2.1 Illustrate situations where it is necessary to resort to various ways in order to progress in faith.					
10.3.2.2 Indicate a way he or she finds important in order to progress in faith.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level 4	5	6	A	M
GENERAL OBJECTIVE: THE STUDENT WILL VIEW ENGLISH AS A DYNAMIC AND LIVING LANGUAGE.					
1.L By responding to a wide variety of listening activities in meaningful contexts.			T		
(INDICATORS)					
- Recreates stories.					
- Recognizes and responds to characters in stories, plays, poems...					
- Recognizes important incidents.					
- Relates personal experiences to ideas and concepts.					
- Expresses personal viewpoints about ideas and concepts heard.					
- Makes judgements.					
- Expresses attention/reaction in non-verbal behaviours.					
- Repeats expressive phrases spontaneously.					
GENERAL OBJECTIVE: THE STUDENT WILL RECOGNIZE THE IMPORTANCE OF INTERACTING WITH PEERS AND OTHERS.					
2.L By listening and responding for specific purposes in meaningful contexts.			T		
(INDICATORS)					
- Asks questions to clarify and/or to probe what has been heard.					
- Refers to input of others in order to: - explain own views;					
- offer new information.					
- Follows directions by performing task(s).					
- Detects mood, emotion, intent through: - pitch/stress of voice;					
- choice of words.					
- Reacts to messages of peers and others.					
- Explains behaviour of story characters.					
- Relates the specific information that he/she was listening for.					
- Recreates stories in e.g.: words, pictures, dramatizations.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP EFFECTIVE LANGUAGE-THINKING STRATEGIES.					
3.I. By hearing, responding to and making sense of messages in a variety of language registers.	←	↔	T →		
(INDICATORS)					
- Describes his/her understanding.					
- Understands context of interaction between speaker and audience.					
- Explains speaker's message/intention.					
- Explains response to levels of formality (choice of language, pitch, tone) in given situations.					
- Distinguishes fact from fiction.					
- Asks questions to probe and clarify.					
- Explains response to persuasive techniques.					
- Judges effectiveness of speaker's message and intention.					
GENERAL OBJECTIVE: THE STUDENT WILL CONSTRUCT HIS/HER VIEW OF THE WORLD.					
4.I. By responding to the oral communications of others and assessing the interaction.	←	↔	T →		
(INDICATORS)					
- Asks questions in order to clarify information and ideas.					
- Recognizes causal/effect relationships: - in events which occur in everyday life;					
- in thoughts, feelings and actions of people in stories and in real life.					
- Explores what made a communication effective.					
- Emulates what is recognized as effective communication.					
- Explains own agreement or disagreement with a given communication.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP AN APPRECIATION OF THE USE AND POTENTIAL OF THE ENGLISH LANGUAGE.					
5.I. By responding to language cues in a variety of meaningful listening contexts.	←	↔	T →		
(INDICATORS)					
- Shares reactions to speaker's/author's: - message;					
- choice of language;					
- story pattern.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level 4	5	6	A	M
- Recreates author's description through e.g.: puppetry, drawing, dramatization.					
- Predicts outcomes based on language cues e.g.:					
- rhythm/rhyme;					
- sentence structure;					
- sequence;					
- repetition;					
and story conventions; e.g.:					
- number; e.g.: "The Three Little Pigs";					
- time sequence; e.g.: spring, summer, fall;					
- cumulative structures; e.g.: "The House That Jack Built";					
- problem/tasks/solution; e.g.: fairy tales.					
- Expresses reasons for his/her interpretation of mood, emotion and intent of speaker/author.					
- Explains conclusions by combining several pieces of evidence.					
GENERAL OBJECTIVE: THE STUDENT WILL VIEW ENGLISH AS A DYNAMIC AND LIVING LANGUAGE.					
1.5 By engaging in a variety of interactions within meaningful contexts that talking makes possible.			T		
(INDICATORS)					
- Responds to the rhythmic nature of language.					
- Repeats expressive phrases.					
- Talks about stories, plays, poems and events.					
- Tells stories.					
- Dramatizes stories, plays, events.					
- Explores ideas and feelings through play.					
- Explores ideas and feelings through talk.					
- Records, reports and generalizes about events and incidents.					
- Converses in a variety of situations.					
- Discusses in a variety of situations.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
GENERAL OBJECTIVE: THE STUDENT WILL RECOGNIZE THE IMPORTANCE OF INTERACTING WITH PEERS AND OTHERS.					
2.8 By participating in purposeful formal and informal speaking situations in meaningful contexts.			T		
(INDICATORS)					
- Asks questions and makes requests to fulfil needs.					
- Gives instructions that are understood.					
- Talks with, rather than at, other members of group.					
- Takes part without monopolizing.					
- Disagrees courteously.					
- Engages in e.g.: choral speaking and dramatization as a co-operating member.					
- Contributes ideas to group or class story/discussion.					
- Acts as leader in group discussions by taking responsibility; e.g.: stating purpose, acknowledging speakers, directing responses, summarizing points and feelings of group.					
- Talks about books.					
- Contributes actively to group or class creative activities.					
- Reports on topics.					
- Participates in public speaking and debating.					
- Participates in exploratory talk with peers.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP EFFECTIVE LANGUAGE THINKING STRATEGIES.					
3.8 By using various language registers and judging the effectiveness and appropriateness of specific oral communications.			T		
(INDICATORS)					
- Uses language appropriately when:					
- telling a story, presenting information, explaining a process, interviewing, describing;					
- talking about stories, events, issues;					
- working with others to find a problem or to solve a problem;					
- taking part in group discussions.					
- Participates in role playing situations.					
- Chooses appropriate level of formality according to the relationship between speaker and audience in a particular context.					
- Asks questions to probe and clarify.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
GENERAL OBJECTIVE: THE STUDENT WILL CONSTRUCT HIS/HER VIEW OF THE WORLD.					
4.S By using his/her individual voice and viewpoint in all oral communications.			T		
(INDICATORS)					
- Engages in exploratory talk.					
- Expresses and explains personal feelings and thoughts.					
- Examines motivations and behaviours of story characters and relates these to his/her own.					
- Seeks answers to own questions in an effort to determine the validity of: - own perceived view;					
- the view of others.					
- Formulates and reformulates ideas to accommodate viewpoint of others.					
- Demonstrates respect for others' viewpoints in the manner in which he/she responds.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP AN APPRECIATION OF THE USE AND POTENTIAL OF THE ENGLISH LANGUAGE.					
5.S By using the english language effectively and appropriately in a variety of meaningful speaking contexts.			T		
(INDICATORS)					
- Plays with refrains; e.g.: chants, rhymes, jingles.					
- Takes an active part in oral presentations (conversations, discussions, plays, reports).					
- Judges effectiveness of oral presentation based on audience reaction.					
- Chooses and uses language appropriate to situation.					
- Uses story conventions in storytelling and dramatizations.					
- Prepares questions for an interview and evaluates their effectiveness in terms of answers provided.					
- Prepares and practises oral presentations based on audience reaction.					
- Uses language in innovative ways.					
GENERAL OBJECTIVE: THE STUDENT WILL VIEW ENGLISH AS A DYNAMIC AND LIVING LANGUAGE.					
1.R By responding to a wide variety of print in meaningful contexts.			T		
(INDICATORS)					
- Reads every day.					
- Recreates stories.					
- Recognizes and responds to characters in stories, plays, and poems.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
- Recognizes and responds to important incidents.					
- Responds to ideas and concepts expressed in print.					
- Relates personal experiences to ideas and concepts.					
- Expresses personal viewpoints about ideas and concepts.					
- Makes judgements.					
GENERAL OBJECTIVE: THE STUDENT WILL RECOGNIZE THE IMPORTANCE OF INTERACTING WITH PEERS AND OTHERS.					
2.R By reading and responding to written material for specific purposes in meaningful contexts.			T		
(INDICATORS)					
- Assumes the role of reader.					
- Reads for pleasure.					
- Reads for information.					
- Performs tasks according to printed directions.					
- Shares with others what is particularly meaningful for him/her.					
- Shares with others his/her response to a story's mood and/or theme and/or characters and/or setting and/or plot.					
- Shares with others his/her response to the ideas in a written text.					
- Reads portions of text that: - provide answers to questions;					
- clarify statements made;					
- support opinions.					
- Constructs author's view of something to relate to others.					
- Reads to entertain, to inform and to persuade.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP EFFECTIVE LANGUAGE-THINKING STRATEGIES.					
3.R By responding to and making sense of messages in a variety of written texts.			T		
(INDICATORS)					
- Recognizes in print familiar words in context.					
- Uses the three cue systems to predict meanings (graphophonic, syntactic, semantic).					
- Uses the three cue systems to confirm or disconfirm meaning.					
- Uses cues as efficiently as possible to make sense of a text.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
- Surveys text to frame questions.					
- Skims and/or scans text to find answers to own questions.					
- Distinguishes what is relevant from what is irrelevant.					
- Uses ordering principles to organize information, e.g.: sequence, time, classification, cause-effect.					
- Adjusts rate of reading to own purpose and to the complexity of the particular material.					
- Terminates reading when purpose is accomplished.					
GENERAL OBJECTIVE: THE STUDENT WILL CONSTRUCT HIS/HER VIEW OF THE WORLD.					
4.R By accommodating an author's message in the confirming or reshaping of his/her own expression and response.			T		
(INDICATORS)					
- Recognizes that what he/she reads has meaning.					
- Relates what he/she reads to his/her own experience.					
- Evaluates what he/she reads in terms of what he/she already knows.					
- Discusses feelings, thoughts and views about what he/she has read.					
- Compares own responses to those of others.					
- Re-evaluates original response.					
- Examines motivations and behaviours of story characters and relates these to his/her own.					
- Makes judgements in terms of:					
- the real and the fantastic;					
- the possible and the impossible;					
- the probable and the improbable.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP AN APPRECIATION OF THE USE AND POTENTIAL OF THE ENGLISH LANGUAGE.					
5.R By enjoying and making judgements about written material in a variety of meaningful reading contexts.			T		
(INDICATORS)					
- Shares initial response to selection.					
- Explains his/her response to story's mood and/or theme and/or characters and/or setting and/or plot.					
- Explains response to ideas in a written text.					
- States own view regarding the uniqueness of an author's presentation.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
- Selects examples from text to support judgements.					
- Retells story by using language and/or story pattern of author.					
GENERAL OBJECTIVE: THE STUDENT WILL VIEW ENGLISH AS A DYNAMIC AND LIVING LANGUAGE.					
1.W By engaging in the process of writing in a variety of forms within meaningful contexts.	←		T →		
(INDICATORS) - Writes every day.					
- Expresses viewpoints and feelings in writing.					
- Tries out ideas in writing.					
- Makes hypotheses in a trial and error fashion about language and language use in writing.					
- Seeks response to own writing.					
- Shares writing with others.					
- Discovers ideas through writing.					
GENERAL OBJECTIVE: THE STUDENT WILL RECOGNIZE THE IMPORTANCE OF INTERACTING WITH PEERS AND OTHERS.					
2.W By communicating ideas and feelings in written form in meaningful contexts.	←		T →		
(INDICATORS) - Assumes the role of writer.					
- Creates personal statements using known patterns (nursery rhymes, fairy tales, chanting verse).					
- Contributes to group or class: stories, plays, poems, songs.					
- Writes to share ideas/feelings with others in: - stories;					
- letters;					
- poems;					
- messages;					
- invitations;					
- ads;					
- plays;					
- reports.					
- Shows awareness that conventions of print are to help the reader understand what is written.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
- Uses conventions of print in his/her own writing to help the reader understand what is written.					
- Seeks opinions of others in the process of revising.					
- Seeks opinions of others in the process of proofreading.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP EFFECTIVE LANGUAGE-THINKING STRATEGIES.					
3.W By using various strategies to generate, to order, and to expand ideas in a variety of written forms.	•—•	•—•	T •—•		
(INDICATORS)					
- Writes for various purposes and audiences: - self expression;					
- recording;					
- invention;					
- explaining/reporting.					
- Records, reports and generalizes about information.					
- Respects audience by revising to ensure that: - the message is clearly stated;					
- supporting details are relevant to the message;					
- there is a clear pattern of organization.					
- Respects audience by proofreading to ensure that: - the presentation is legible and pleasing to the eye;					
- conventions of written expression are followed regarding spelling and punctuation.					
GENERAL OBJECTIVE: THE STUDENT WILL CONSTRUCT HIS/HER VIEW OF THE WORLD.					
4.W By using his/her individual voice and viewpoint in all written communications.	•—•	•—•	T •—•		
(INDICATORS)					
- Writes as a means of: - expressing his/her world;					
- remembering what he/she considers worth remembering;					
- ordering and making sense of experience;					
- clarifying new learning;					
- responding to ideas heard or read.					
- Invites response from others to what he/she has written in order to determine the effectiveness of his/her communication.					

ENGLISH LANGUAGE ARTS

A: Addressed
M: More evaluation needed

	Level 4	5	6	A	M
- Responds to the written communications of others when requested.					
GENERAL OBJECTIVE: THE STUDENT WILL DEVELOP AN APPRECIATION OF THE USE AND POTENTIAL OF THE ENGLISH LANGUAGE. **5.W By using written language in a variety of meaningful writing contexts.**			T		
- Writes in expressive mode to: - convey personal feelings/ideas;					
- discover what he/she means;					
- explore best means of imparting message;					
- come to terms with new ideas.					
- Writes in transactional mode to: - record;					
- instruct;					
- inform;					
- explain;					
- advise;					
- persuade.					
- Writes in poetic mode to: - create unique meanings by experimenting with patterns of language;					
- create unique meanings by:					
- using story elements;					
- manipulating story conventions.					
- Revises writing to make it clear, coherent and relevant for intended audience.					
- Proofreads writing for intended audience regarding conventions of print.					

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

OVERALL OBJECTIVE

THE NON-FRENCH SPEAKING PUPIL SHOULD BE ABLE TO USE FRENCH AS A MEANS OF COMMUNICATION IN SITUATIONS PERTAINING TO HIS NEEDS AND TO INTERESTS CHARACTERISTIC OF HIS AGE.

GENERAL OBJECTIVE 1: THE PUPIL SHOULD BE ABLE TO UNDERSTAND THE ORAL OR WRITTEN MESSAGES WHICH ARE ADDRESSED TO HIM IN A LIMITED NUMBER OF SITUATIONS FAMILIAR TO FRENCH-SPEAKING CHILDREN OF HIS AGE.

GENERAL OBJECTIVE 2: THE PUPIL SHOULD BE ABLE TO EXPRESS HIMSELF AND TO MAKE HIMSELF UNDERSTOOD ORALLY OR IN WRITING IN A LIMITED NUMBER OF SITUATIONS FAMILIAR TO FRENCH-SPEAKING CHILDREN OF HIS AGE.

5.1 DOMAIN: FACTUAL INFORMATION

		Level 4	Level 5	Level 6	A	M
5.1.1	Given a request to state his name, the name of another person, an animal, object, place, or event, the pupil should be able to demonstrate understanding. (C)			T		
5.1.2	Given a situation in which there is a need to know, the pupil should be able to ask another person to state his name, the name of another person, an animal, object, place, or event. (E3)			T		
5.1.3	Given a situation in which someone states his name, the name of another person, an animal, object, place, or event, the pupil should be able to demonstrate understanding. (C)			T		
5.1.4	Given a request to do so, the pupil should be able to state his name, the name, of another person, an animal, object, place, or event. (E3)			T		
5.1.5	Given the name of another person, an animal, object, place, or event, in writing, the pupil should be able to demonstrate understanding. (C)			T		
5.1.6	Given an appropriate situation, the pupil should be able to write the name of another person, an animal, object, place, or event. (E4)			T		
5.1.7	Given a request to state his age, the name of his school, his level in school, his telephone number, date of birth, address, place of birth, nationality, or position in the family, the pupil should be able to demonstrate understanding. (C)			T		
5.1.8	Given a situation in which there is a need to know, the pupil should be able to ask someone his age, the name of his school, his level in school, his telephone number, date of birth, address, place of birth, nationality, or position in the family. (E3)			T		
5.1.9	Given a situation in which someone states his age, the name of his school, his level in school, his telephone number, date of birth, address, place of birth, nationality, or position in the family, the pupil should be able to demonstrate understanding. (C)			T		
5.1.10	Given a request to do so, the pupil should be able to state his age, the name of his school, his level in school, his telephone number, date of birth, address, place of birth, nationality, or position in the family. (E3)			T		
5.1.11	Given an identification form with space for his name, his age, the name of his school, his level in school, his telephone number, date of birth, and address, the pupil should be able to demonstrate understanding. (C)			T		
5.1.12	Given a request to state the age, the name of the school, the level in school, the telephone number, date of birth, address, place of birth, nationality, position in the family, or physical characteristics of another child, the pupil should be able to demonstrate understanding. (C)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level			A	M
		4	5	6		
5.1.13	Given a situation in which there is a need to know, the pupil should be able to ask someone the age, the name OF the school, the level in school, the telephone number, date of birth, address, place of birth, nationality, position in the family, or physical characteristics of another child. (E3)			T		
5.1.14	Given a situation in which someone states the age, the name of the school, the level in school, the telephone number, date of birth, address, place of birth, nationality, position in the family, or physical characteristics of another child, the pupil should be able to demonstrate understanding. (C)			T		
5.1.15	Given a request to do so, the pupil should be able to state the age, the name of the school, the level in school, the telephone number, date of birth, address, place of birth, nationality, position in the family, or physical characteristics of another child. (E3)			T		
5.1.16	Given a question about his state of health, or that of another person, the pupil should be able to demonstrate understanding. (C)			T		
5.1.17	Given a situation in which there is a need to know, the pupil should be able to ask someone about his state of health, or that of another person. (E3)			T		
5.1.18	Given a situation in which someone describes his state of health or that of another person, the pupil should be able to demonstrate understanding. (C)			T		
5.1.19	Given an appropriate situation, the pupil should be able to describe his state of health or that of another person. (E3)			T		
5.1.20	Given a request to state the location of a person, object, animal, or place, the pupil should be able to demonstrate understanding. (C)			T		
5.1.21	Given a situation in which there is a need to know, the pupil should be able to ask about the location of a person, object, animal, or place. (E3)			T		
5.1.22	Given a written request to state the location of a person, object, animal, or place, the pupil should be able to demonstrate understanding. (C)			T		
5.1.23	Given a situation in which someone states the location of a person, object, animal, or place, the pupil should be able to demonstrate understanding. (C)			T		
5.1.24	Given an appropriate situation, the pupil should be able to state the location of a person, object, animal, or place. (E3)			T		
5.1.25	Given a situation in which someone states, in writing, the location of a person, object, animal, or place, the pupil should be able to demonstrate understanding. (C)			T		
5.1.26	Given an appropriate situation, the pupil should be able to state, in writing, the location of a person, object, animal, or place. (E4)			T		
5.1.27	Given a request for a description of the physical characteristics of an object or an animal, the pupil should be able to demonstrate understanding. (C)			T		
5.1.28	Given a situation in which there is a need to know, the pupil should be able to ask someone to describe the physical characteristics of an object or an animal. (E3)			T		
5.1.29	Given a written request to describe the physical characteristics of an object or an animal, the pupil should be able to demonstrate understanding. (C)			T		
5.1.30	Given a situation in which someone describes the physical characteristics of an object or an animal, the pupil should be able to demonstrate understanding. (C)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level			A	M
		4	5	6		
5.1.31	Given a request to do so, the pupil should be able to describe the physical characteristics of an object or an animal. (E3)			T		
5.1.32	Given a written description of the characteristics of an object or an animal, the pupil should be able to demonstrate understanding. (C)			T		
5.1.33	Given a situation in which someone recounts an event or fact, or tells a short story, the pupil should be able to demonstrate understanding. (C)			T		
5.1.34	Given an appropriate situation, the pupil should be able to tell a short story, giving the names of the characters, the time, place, and action. (E1)			T		
5.1.35	Given a written short story, the pupil should be able to demonstrate understanding. (C)			T		
5.2	**DOMAIN: INTELLECTUAL ATTITUDES**					
5.2.1	Given a request for information about capability, the pupil should be able to demonstrate understanding. (C)			T		
5.2.2	Given a situation in which there is a need to know, the pupil should be able to ask about someone's capability. (E3)			T		
5.2.3	Given a statement about capability or incapability, the pupil should be able to demonstrate understanding. (C)			T		
5.2.4	Given an appropriate situation, the pupil should be able to state his capability or incapability. (E3)			T		
5.2.5	Given a situation in which someone offers him an object or a service, the pupil should be able to demonstrate understanding. (C)			T		
5.2.6	Given an appropriate situation, the pupil should be able to offer an object or a service to someone. (E3)			T		
5.2.7	Given a statement accepting or declining an object or a service, the pupil should be able to demonstrate understanding. (C)			T		
5.2.8	Given an appropriate situation, the pupil should be able to accept or decline an object or a service. (E3)			T		
5.2.9	Given a request for permission to do something or to go somewhere, the pupil should be able to demonstrate understanding. (C)			T		
5.2.10	Given an appropriate situation, the pupil should be able to ask for permission to do something or to go somewhere. (E3)			T		
5.2.11	Given a situation in which someone gives or refuses him permission, the pupil should be able to demonstrate understanding. (C)			T		
5.2.12	Given a situation in which someone asks him for permission to do something or to go somewhere, the pupil should be able to give or refuse permission. (E3)			T		
5.2.13	Given a situation in which someone expresses his lack of comprehension, the pupil should be able to demonstrate understanding. (C)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level			A	M
		4	5	6		
5.2.14	Given an appropriate situation, the pupil should be able to express his lack of comprehension. (E3)			T		
5.2.15	Given a situation in which someone states that something is easy or difficult to do, the pupil should be able to demonstrate understanding. (C)			T		
5.2.16	Given an appropriate situation, the pupil should be able to state whether something is easy or difficult to do. (E3)			T		
5.2.17	Given a request for his opinion about something that someone has done, the pupil should be able to demonstrate understanding. (C)			T		
5.2.18	Given an appropriate situation, the pupil should be able to ask someone to give an opinion about something that he has done. (E3)			T		
5.2.19	Given a situation in which someone expresses approval or disapproval of something that he has done, the pupil should be able to demonstrate understanding. (C)			T		
5.2.20	Given an appropriate situation, the pupil should be able to express approval or disapproval of something that someone has done. (E3)			T		
5.2.21	Given a request to state the reasons for his behaviour, the pupil should be able to demonstrate understanding. (C)			T		
5.2.22	Given an appropriate situation, the pupil should be able to ask someone to state the reasons for his behaviour. (E22)			T		
5.2.23	Given a situation in which someone states the reasons for his behaviour, the pupil should be able to demonstrate understanding. (C)			T		
5.2.24	Given a request to do so, the pupil should be able to state the reasons for his behaviour. (E2)			T		
5.3	DOMAIN: AFFECTIVE ATTITUDES					
5.3.1	Given a request for his reaction to an event or activity, the pupil should be able to demonstrate understanding. (C)			T		
5.3.2	Given a situation in which there is a need to know, the pupil should be able to ask someone for his reaction to an event or activity. (E3)			T		
5.3.3	Given a situation in which someone expresses his reaction to an event or activity, the pupil should be able to demonstrate understanding. (C)			T		
5.3.4	Given an appropriate situation, the pupil should be able to express his reaction to an event or activity. (E3)			T		
5.3.5	Given a request to express his like or dislike of something, the pupil should be able to demonstrate understanding. (C)			T		
5.3.6	Given a situation in which there is a need to know, the pupil should be able to ask someone if he likes something. (E3)			T		
5.3.7	Given a situation in which someone expresses his like or dislike of something, the pupil should be able to demonstrate understanding. (C)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level 4	Level 5	Level 6	A	M
5.3.8	Given an appropriate situation, the pupil should be able to express his like or dislike of something. (E3)			T		
5.3.9	Given a request to express his like or dislike of a particular person or animal, the pupil should be able to demonstrate understanding. (C)			T		
5.3.10	Given a situation in which there is a need to know, the pupil should be able to ask someone if he likes a particular person or animal. (E3)			T		
5.3.11	Given a situation in which someone expresses his like or dislike of a particular person or animal, the pupil should be able to demonstrate understanding. (C)			T		
5.3.12	Given an appropriate situation, the pupil should be able to express his like or dislike of a particular person or animal. (E3)			T		
5.3.13	Given a request to express his preference for a type of animal, place, thing, event, or activity, the pupil should be able to demonstrate understanding. (C)			T		
5.3.14	Given a situation in which there is a need to know, the pupil should be able to ask someone about his preference for a type of animal, place, object, event, or activity. (E3)			T		
5.3.15	Given a situation in which someone expresses his preference for a type of animal, place, object, event, or activity, the pupil should be able to demonstrate understanding. (C)			T		
5.3.16	Given an appropriate situation, the pupil should be able to express his preference for a type of animal, place, object, event, or activity. (E3)			T		
5.3.17	Given a question about his intention to do or not to do something, the pupil should be able to demonstrate understanding. (C)			T		
5.3.18	Given a situation in which there is a need to know, the pupil should be able to ask someone about his intention to do or not to do something. (E3)			T		
5.3.19	Given a situation in which someone expresses his intention of doing or not doing something, the pupil should be able to demonstrate understanding. (C)			T		
5.3.20	Given an appropriate situation, the pupil should be able to express his intention of doing or not doing something. (E2)			T		
5.3.21	Given a situation in which someone asks him if he wants to have something, the pupil should be able to demonstrate understanding. (C)			T		
5.3.22	Given a situation in which there is a need to know, the pupil should be able to ask someone if he wants to have something. (E3)			T		
5.3.23	Given a situation in which someone says that he wants to have something, the pupil should be able to demonstrate understanding. (C)			T		
5.3.24	Given an appropriate situation, the pupil should be able to say that he wants to have something. (E3)			T		
5.3.25	Given a situation in which someone asks if he must do something, the pupil should be able to demonstrate understanding. (E3)			T		
5.3.26	Given a situation in which there is a need to know, the pupil should be able to ask if he must do something. (E3)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level 4	Level 5	Level 6	A	M
5.3.27	Given a situation in which someone states that he must or must not do something, the pupil should be able to demonstrate understanding. (C)			T		
5.3.28	Given an appropriate situation, the pupil should be able to tell someone that he must or must not do something. (E3)			T		
5.3.29	Given a situation in which someone expresses uncertainty, the pupil should be able to demonstrate understanding. (C)			T		
5.3.30	Given an appropriate situation, the pupil should be able to express uncertainty. (E3)			T		
5.3.31	Given a situation in which someone expresses surprise, the pupil should be able to demonstrate understanding. (C)			T		
5.3.32	Given an appropriate situation, the pupil should be able to express surprise. (E3)			T		
5.3.33	Given a situation in which someone expresses annoyance, the pupil should be able to demonstrate understanding. (C			T		
5.3.34	Given an appropriate situation, the pupil should be able to express annoyance. (E3)			T		
5.3.35	Given a situation in which someone asks him if he is afraid, the pupil should be able to demonstrate understanding. (C)			T		
5.3.36	Given an appropriate situation, the pupil should be able to ask someone if he is afraid. (E3)			T		
5.3.37	Given a situation in which someone expresses fear, the pupil should be able to demonstrate understanding. (C)			T		
5.3.38	Given an appropriate situation, the pupil should be able to express fear. (E2)			T		
5.3.39	Given a situation in which someone expresses sympathy for a person or an animal, the pupil should be able to demonstrate understanding. (C)			T		
5.3.40	Given an appropriate situation, the pupil should be able to express sympathy for a person or an animal. (E3)			T		
5.4	**DOMAIN: GETTING THINGS DONE**					
5.4.1	Given an invitation to do something with someone, the pupil should be able to demonstrate understanding. (C)			T		
5.4.2	Given an appropriate situation, the pupil should be able to invite someone to do something with him. (E3)			T		
5.4.3	Given a situation in which he is requested to do something, the pupil should be able to demonstrate understanding. (C)			T		
5.4.4	Given an appropriate situation, the pupil should be able to request someone to do something. (E3)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level			A	M
		4	5	6		
5.4.6	Given a written instruction, the pupil should be able to demonstrate understanding. (C)			T		
5.4.7	Given a warning, the pupil should be able to demonstrate understanding. (C)			T		
5.4.8	Given an appropriate situation, the pupil should be able to warn someone about something. (E3)			T		
5.4.9	Given a written warning, the pupil should be able to demonstrate understanding. (C)			T		
5.4.10	Given a request to repeat what he has said, the pupil should be able to demonstrate understanding. (C)			T		
5.4.11	Given an appropriate situation, the pupil should be able to ask someone to repeat what he has said. (E3)			T		
5.5	**DOMAIN: SOCIALIZING**					
5.5.1	Given a situation in which someone greets him, the pupil should be able to demonstrate understanding. (C)			T		
5.5.2	Given an appropriate situation, the pupil should be able to greet another person. (E3)			T		
5.5.3	Given a situation in which someone expresses his intention of leaving, the pupil should be able to demonstrate understanding. (C)			T		
5.5.4	Given an appropriate situation, the pupil should be able to express his intention of leaving. (E3)			T		
5.5.5	Given a situation in which he is introduced to someone, the pupil should be able to demonstrate understanding. (C)			T		
5.5.6	Given an appropriate situation, the pupil should be able to introduce one person to another. (E3)			T		
5.5.7	Given a situation in which someone initiates a conversation with him, the pupil should be able to demonstrate understanding. (C)			T		
5.5.8	Given an appropriate situation, the pupil should be able to initiate a conversation. (E3)			T		
5.5.9	Given a situation in which someone initiates a telephone conversation with him, the pupil should be able to demonstrate understanding. (C)			T		
5.5.10	Given an appropriate situation, the pupil should be able to initiate a telephone conversation. (E3)			T		
5.5.11	Given a situation in which someone answers him on the telephone, the pupil should be able to demonstrate understanding. (C)			T		
5.5.12	Given an appropriate situation, the pupil should be able to answer the telephone. (E3)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level 4	Level 5	Level 6	A	M
5.5.13	Given a verbal invitation stating the nature of an event, the day, time, place, and names of the participants, the pupil should be able to demonstrate understanding. (C)			T		
5.5.14	Given an appropriate situation, the pupil should be able to invite someone, stating the nature of the event, the day, time, place, and names of the participants. (E3)			T		
5.5.15	Given a written invitation stating the nature of an event, the day, time, place, and the names of the participants, the pupil should be able to demonstrate understanding. (C)			T		
5.5.16	Given an appropriate situation, the pupil should be able to write an invitation stating the nature, day, time, and place of an event. (E4)			T		
5.5.17	Given a situation in which he is congratulated, the pupil should be able to demonstrate understanding. (C)			T		
5.5.18	Given an appropriate situation, the pupil should be able to congratulate someone. (E3)			T		
5.5.19	Given a situation in which he receives written congratulations, the pupil should be able to demonstrate understanding. (C)			T		
5.5.20	Given a situation in which he is thanked, the pupil should be able to demonstrate understanding. (C)			T		
5.5.21	Given an appropriate situation, the pupil should be able to thank someone. (E3)			T		
5.5.22	Given a written statement of thanks, the pupil should be able to demonstrate understanding. (C)			T		
5.5.23	Given an appropriate situation, the pupil should be able to write a statement of thanks. (E4)			T		
5.5.24	Given a situation in which someone replies to a statement of thanks, the pupil should be able to demonstrate understanding. (C)			T		
5.5.25	Given a situation in which someone thanks him, the pupil should be able to reply. (E3)			T		
5.5.26	Given a situation in which someone apologizes to him, the pupil should be able to demonstrate understanding. (C)			T		
5.5.27	Given an appropriate situation, the pupil should be able to apologize to someone. (E3)			T		
5.5.28	Given a situation in which someone offers him good wishes, the pupil should be able to demonstrate understanding. (C)			T		
5.5.29	Given an appropriate situation, the pupil should be able to offer someone good wishes. (E3)			T		
5.5.30	When someone offers him good wishes in writing, the pupil should be able to demonstrate understanding. (C)			T		
5.5.31	Given an appropriate situation, the pupil should be able to express good wishes to someone in writing. (E4)			T		

FRENCH AS A SECOND LANGUAGE

A: Addressed
M: More evaluation needed

		Level			
	4	5	6	A	M
5.5.32 Given a situation in which someone calls for help, the pupil should be able to demonstrate understanding. (C)			T		
5.5.33 Given an appropriate situation, the pupil should be able to call for help. (E3)			T		

BEHAVIOUR OBSERVATION FORM

Comprehension - Listening - Reading	C	The pupil is unable to show in any way that he has understood the message.
	C	The pupil shows that he has understood the message in one of the following ways: - non-verbal: - a gesture or expression - a drawing - a tick mark - performing an action - etc. - verbal: - in language of instruction - in second language.
Production - Speaking - Writing	E	The pupil is unable to convey a message.
	E1	The pupil is able to convey a message despite errors in structure, pronunciation (in speaking), or spelling (in writing), but he requires help in doing so.
	E2	The pupil is able to convey a message without help, despite errors in structure, pronunciation, or spelling.
	E3	The pupil is able to convey a message without help, despite errors in pronunciation or spelling.
	E4	The pupil conveys a message with the command of a native speaker of the same age.

MATHEMATICS

A: Addressed
M: More evaluation needed

GENERAL OBJECTIVES

GENERAL EDUCATION OBJECTIVES

The Socio-Affective Domain

1. To show interest in mathematical activities.
2. To show creative interest and exactness in mathematical work.
3. To be able to work effectively in a group.
4. To acquire a certain autonomy in mathematical work.
5. To recognize the presence of mathematics in daily life.

The Psychomotor Domain

6. To develop the child's psychomotor abilities.

The Intellectual Development Domain

7. To develop efficient methods and habits of work.
8. To develop intellectual habits particularly related to mathematical concepts.

Unifying Concepts

9. To use different means of expression provided by the world of sets to promote the development of logical thought and to permit a greater integration of the many concepts which are the subject of the child's learning.

MATHEMATICAL OBJECTIVES

10. To enable the child to explore and learn concepts, properties, relations, regularities and mathematical structures in the domain of numbers, geometry, and measurement.
11. To enable the child to use certain elements (verbal, graphical, and symbolic) of the mathematical language necessary or useful in communication in order that he may become progressively familiar with them.
12. To enable the child to keep up, maintain,k and in certain cases automatize a certain number of skills and techniques in the domains of numbers, geometry, and measurement.
13. To develop the child's abilities to quantify situations and to apply appropriate solutions to them.

4.1 GENERAL EDUCATION OBJECTIVES

4.1.1 SOCIO-AFFECTIVE DOMAIN

	Level 4	Level 5	Level 6	A	M
1.0 To be prepared to explore new or unknown courses of inquiry. (Gen. Obj. 1)	•	•	•		
1.1 To observe or to use with interest new structures, new tables, or new tools connected to mathematics.	•	•	•		
1.2 To become aware that his present knowledge does not enable him to solve all problems.	•	•	•		
1.3 To show enthusiasm for the new problems which are presented.	•	•	•		
1.4 To find interest in bringing out the similarities and differences between one or more structures.	•	•	•		
2.0 To appreciate certain factors of mathematical activity related to exactness and creativity. (Gen. Obj. 2)	•	•	•		
2.1 To show preference for simple and precise mathematical language in mathematical work.	•	•	•		
2.2 To care about finding an original presentation for mathematical work.	•	•	•		

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level 4	 5	 6	A	M
2.3 To be sensitive to the quality of a work according to the criteria of order, precision, and graphical quality.	—	—	—		
2.4 To recognize that a problem might allow more than one solution.	—	—	—		
2.5 To acknowledge that the degree of exactness can vary according to the situation.	—	—	—		
3.0 To recognize the value of teamwork in problem solving. (Gen. Obj. 3)	—	—	—		
3.1 To participate voluntarily in the development, realization, and evaluation of a group task.	—	—	—		
3.2 To be prepared to submit his personal work, his difficulties, and his discoveries to his classmates.	—	—	—		
3.3 To participate in a discussion by expressing or listening to propositions, comments, or objections according to the rules established.	—	—	—		
4.0 To show a desire to improve constantly. (Gen. Obj. 4)	—	—	—		
4.1 To persevere in mathematical activities in spite of difficulties encountered.	—	—	—		
4.2 To develop a concern for regular self-evaluation.	—	—	—		
4.3 To become accustomed to meeting established deadlines.	—	—	—		
5.0 To recognize and to appreciate the use of mathematical elements in other disciplines or in daily life. (Gen. Obj. 5)	—	—	—		
4.1.2 PSYCHOMOTOR DOMAIN (Gen. Obj. 6)	—	—	—		
6.0 To establish spatial relationships between objects.					
7.0 To use a given space according to stated directions.	—	—	—		
8.0 To perceive similarities and differences between shapes.	—	—	—		
9.0 To recognize visually mathematical symbols and geometric figures.	—	—	—		
10.0 To make adequate use of the following instruments: compass, ruler, protractor, square rule, calculator, grids.	—	—	—		
11.0 To construct and to trace geometric figures with and without instruments.	—	—	—		
12.0 To write mathematical symbols legibly.	—	—	—		
13.0 To construct and to trace diagrams and graphs respecting the rules for their construction.	—	—	—		
4.1.3 THE INTELLECTUAL DEVELOPMENT DOMAIN					
14.0 To express data or results with true precision and reliable detail. (Gen. Obj. 7)	—	—	—		
14.1 To encode and decode forms of expression (terminology, symbols, graphs, pictorial representations).	—	—	—		
14.2 To use different means of expression.	—	—	—		
14.3 To find or to choose the most appropriate means of expression for data collected.	—	—	—		

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
14.4 To classify data (objects, geometric figures, sets of numbers, various results, etc.) in an appropriate manner.	- -	- -	- -		
15.0 To evaluate a process or a solution for a given problem. (Gen. Obj. 7)	- -	- -	- -		
15.1 To find an error in the solution to a problem.	- -	- -	- -		
15.2 To determine the causes and the consequences of errors.	- -	- -	- -		
15.3 To make the appropriate corrections to errors.	- -	- -	- -		
15.4 To compare different solutions for the same problem.	- -	- -	- -		
15.5 To choose an acceptable or preferable solution in a given situation.	- -	- -	- -		
16.0 To develop the habit of estimating and checking results. (Gen. Obj. 7)	- -	- -	- -		
17.0 To memorize the information necessary to pursue his studies. (Gen. Obj. 6)	- -	- -	- -		
18.0 To formulate hypotheses and to test them. (Gen. Obj. 8)	- -	- -	- -		
19.0 To generalize from specific cases. (Gen. Obj. 8)	- -	- -	- -		
4.1.4 UNIFYING CONCEPTS. (Gen. Obj. 9)					
20.0 To construct and to use diagrams or graphs to represent a relationship.	- -	- -	- -		
21.0 To interpret diagrams or graphs representing a relationship.	- -	- -	- -		
22.0 To make appropriate use of the terms and symbols of sets judged essential for communication.	- -	- -	- -		
22.1 To classify the elements of a set by one, two or three properties using the following diagrams: Tree, Caroll, Euler-Venn.	- -	- -	- -		
22.2 To apply a rule or a series of rules of transformation; to state this rule or these rules.	- -	- -	- -		
22.3 To use diagrams to represent the union and the intersection of sites and the complement of a set.	- -	- -	- -		
22.4 To construct or to complete the diagram of a relationship within the same set, or from one set to another set.	- -	- -	- -		
22.5 To state the rule or set of rules permitting the construction of a set.	- -	- -	- -		
4.2 MATHEMATICAL OBJECTIVES.					
4.2.1 NATURAL NUMBERS.					
1.0 To compose and to break down a number expressed in base ten.	- -	- -	T - -		
1.1 To round off a number to a given position of place value.	- -	- -	- -		
1.2 To determine the value of a digit or of a group of digits in a number according to its place.	- -	- -	- -		
1.3 To identify the value of each place in a number.	- -	- -	- -		

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
2.0 To order a set of natural numbers.	•–•	•–•	T •–•		
2.1 To put a set of numbers in ascending order or in descending order.	•–•	•–•	•–•		
2.2 To find the number which comes immediately before or immediately after a number, or which is situated between two numbers.	•–•	•–•	•–•		
2.3 To identify the rank of an element in a set of numbers where the elements are placed in a given order.	•–•	•–•	•–•		
2.4 To read and to write all numbers less than 100 000.	•–•				
2.5 To read and to write all numbers less than 1 000 000.		•–•	•–•		
3.0 To increase the understanding of the meaning of the four operations on natural numbers.	•–•	•–•	T •–•		
3.1 To explain a multiplication or a division using concrete material.	•–•				
3.2 To establish the relationship which exists between the operation of multiplication and the operation of division.	•–•				
3.3 To express a product of identical factors in exponential form and vice-versa.		•–•	•–•		
3.4 To replace a series of additive or multiplicative operators by an equivalent operator.	•–•	•–•	•–•		
3.5 To find or to observe patterns in series of numbers or in series of operations: **Examples:** - divisibility by 2, by 5, by 10, by 3, by 9, etc. - arrangement of numbers in grids - multiplication by 11, by 25, etc. - families of operations: 7 + 8, 17 + 8, 27 + 8, etc. - modular arithmetic.	•–•	•–•	•–•		
4.0 To perform mental and written operations or series of operations on natural numbers.	•–•	•–•	T •–•		
4.1 To add two or more numbers whose sum is less than 100 000.	•–•	•–•	•–•		
4.2 To find the difference between two numbers less than 10 000.	•–•				
4.3 To find the difference between two numbers less than 100 000.		•–•	•–•		
4.4 To multiply a number by 10, by 100 or by 1000 and to perform the inverse operation mentally.	•–•	•–•	•–•		
4.5 To multiply two numbers less than 10 mentally.	•–•	•–•	•–•		
4.6 To divide the product of two numbers less than 10 by one or the other of those two numbers, mentally.	•–•	•–•	•–•		
4.7 To find the divisors of a number less than 50.	•–•				
4.8 To find the product of a number less than 1000 multiplied by a number less than 10.	•–•				
4.9 To find the product of two numbers less than 100.	•–•	•–•	•–•		
4.10 To find the quotient of a number less than 100 divided by a number less than 10.	•–•				

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
4.11 To find the product of the quotient of a number less than 1000 multiplied or divided by a number less than 100.		↔	↔		
4.12 To find the product of a number less than 10 000 multiplied by a number less than 10.		↔	↔		
4.13 To find the quotient of a number less than 10 000 divided by a number less than 100.			↔		
4.14 To develop speed and accuracy in mental and written calculation.	↔	↔	↔		
4.15 To estimate the result of an operation.	↔	↔	↔		
4.16 To verify the result of an operation.	↔	↔	↔		
4.17 To express a number less than 50 as a product of prime factors.		↔			
4.18 To find the highest common factor or two numbers where each of these numbers is equal to or less than 100.		↔	↔		
4.19 To find the lowest common multiple of two numbers where this multiple is less than 100.			↔		
4.20 To use the commutative and associative property, where necessary, to carry out additions and multiplications.	↔	↔	↔		
4.21 To use the distributive property of multiplication over addition and subtraction, where necessary.	↔	↔	↔		
4.22 To find the divisors of a number less than 100.		↔	↔		
4.23 To break down a number less than 100 into a product of prime factors.			↔		
5.0 To solve mentally or in writing, problems taken from real life.	↔	↔	T ↔		
5.1 To develop and to use a procedure for problem solving consisting of one or more steps.	↔	↔	↔		
5.2 To transpose a word problem into an operation or series of operations and vice-versa.	↔	↔	↔		
6.0 To make correct use of the mathematical terms and symbols judged essential for communication.	↔	↔	↔		
4.2.2 RELATIVE WHOLE NUMBERS					
7.0 To introduce the usage of relative whole numbers (integers).		↔	T ↔		
7.1 To express real situations using relative whole numbers.		↔	↔		
7.2 To use relative whole numbers to represent real situations in which addition and subtraction may be used.			↔		
7.3 To compare relative whole numbers using concrete material.			↔		
4.2.3 FRACTIONS					
8.0 To extricate the meaning of a fraction from different experiences.	↔	↔	T ↔		
8.1 To associate a fraction with a part of an object or with a part of a set of objects.	↔	↔			
8.2 To distinguish the function of the denominator and that of the numerator in a fraction.	↔	↔	↔		

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level				
	4	5	6	A	M
8.3 To compose a set of equivalent fractions.		↔	↔		
8.4 To simplify a fraction.		↔	↔		
8.5 To read and to write a fraction.	↔	↔			
9.0 To order fractions bearing in mind determined restrictions.	↔	↔	T ↔		
9.1 To order fractions having the same denominator.	↔	↔			
9.2 To order fractions where the denominator of one of the fractions is a multiple of the other (or others).		↔	↔		
9.3 To compare fractions with different denominators but with 1 as the numerator.			↔		
9.4 To verify the equivalence of two fractions where the denominator of one of the fractions is a multiple of the denominator of the other.		↔	↔		
10.0 To recognize the principles of place value in the writing of decimal numbers.		↔	T ↔		
10.1 To read and to write a decimal number to the hundredths place.		↔	↔		
10.2 To determine the value of a digit in a decimal number.		↔	↔		
10.3 To round out a decimal number to the nearer unit or the nearer tenth.			↔		
10.4 To add to or to remove from a decimal number one or more units, tenths or hundredths.		↔	↔		
10.5 To order decimal numbers having the same number of digits after the decimal.		↔			
10.6 To order decimal numbers to the hundredths place.			↔		
10.7 To multiply a decimal number by 10, 100, 1000 and to perform the inverse operation.			↔		
11.0 To find different ways of writing the same number bearing in mind determined restrictions.		↔	T ↔		
11.1 To express a fraction (tenths or hundredths) as a decimal number or in percentage, and vice-versa.		↔	↔		
11.2 To express the fractions (halves, quarters, fifths, tenths, and hundredths), as decimal numbers or as a percentage, and vice-versa.			↔		
11.3 To find different expressions for the same fraction. (Example: 7/3 = 2 1/3)			↔		
11.4 To recognize the equivalence of different notation for the same decimal (Example 2,1 - 2,10).					
12.0 To perform operations on decimal numbers bearing in mind restrictions imposed by the intermediate objectives.		↔	T ↔		
12.1 To perform addition and subtraction of decimal numbers having the same number of digits after the decimal and not surpassing the hundredths place.		↔	↔		
12.2 To perform addition and subtraction of decimal numbers not surpassing the hundredths place.			↔		

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
12.3 To multiply a decimal number by a positive whole number.			↔		
12.4 To multiply two decimal numbers whose product does not surpass the hundredths place.			↔		
12.5 To divide a decimal number by a positive whole number less than 10.			↔		
12.6 To express the remainder of a division in the form of a decimal number without surpassing the hundredths place.			↔		
12.7 To estimate the positions of place value for the result of operations on decimal numbers bearing in mind the restrictions imposed by the preceding objectives.		↔	↔		
12.8 To transpose a word problem having decimal numbers into an operation or a series of operations and vice-versa.		↔	↔		
13.0 To perform additions, subtractions, and multiplications using concrete material, bearing in mind determined restrictions.	↔	↔	T ↔		
13.1 To perform the multiplication of a positive whole number by a fraction whose numerator is 1, using concrete material. (Example: 3 TIMES ¼ or ¼ TIMES 3).	↔	↔			
13.2 To perform the multiplications of a positive number by a fraction, using concrete material. (Example: 8 TIMES ¾ or ¾ TIMES 8).	↔	↔	↔		
13.3 To perform additions and subtractions of fractions having the same denominator using concrete material.		↔	↔		
13.4 To perform additions and subtractions of fractions where the denominator of one of the fractions is a multiple of the other (of others) using concrete material.		↔	↔		
13.5 To subtract a fraction from a positive whole number using concrete material.			↔		
13.6 To perform multiplication of fractions whose numerator is one, using concrete material.			↔		
13.7 To solve simple problems containing fractions.		↔	↔		
14.0 To make correct use of the mathematical terms judged essential for communication.	↔	↔	T ↔		
4.2.4 GEOMETRY					
15.0 To develop and apply a procedure for solving problems related to spatial relations.		↔	T ↔		
15.1 To perform activities related to networks.	↔	↔			
15.2 To find one or more arrangements of plane figures allowing the construction of a solid.	↔	↔	↔		
15.3 To construct tiling and tessellations with the help of geometric figures.		↔	↔		
15.4 To find examples of tiling and tessellations in the environment.		↔	↔		
15.5 To transpose a figure from one grid to a dissimilar grid by using a system of coordinates.		↔	↔		
15.6 To compare different solutions obtained for the same problem.	↔	↔	↔		
15.7 To compare the length of two distances joining two points placed on graph paper.			↔		

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
16.0 To investigate the characteristics of different solids.	↔	↔	T ↔		
16.1 To name, to identify and to describe solids.	↔	↔	↔		
16.2 To construct solids by means of other solids.	↔	↔			
16.3 To construct solids by means of plain figures whether identical or not.		↔	↔		
16.4 To construct solids whose properties are known.		↔	↔		
16.5 To find relationships between the dimensions of a rectangular prism and its volume.			↔		
16.6 To classify solids according to determined properties.	↔	↔	↔		
17.0 To describe and to classify polygons according to certain of their properties.	↔	↔	T ↔		
17.1 To identify and to describe right angles.	↔				
17.2 To identify, to name, and to describe acute and obtuse angles.		↔	↔		
17.3 To identify congruence between sides or angles in polygons.	↔	↔			
17.4 To classify two dimensional shapes as to whether they are polygons or not, whether they are convex or not, or according to their number of sides.	↔				
17.5 To classify quadrilaterals according to the properties of their angles and of their sides.		↔	↔		
17.6 To classify triangles according to the properties of their angles and of their sides.		↔	↔		
17.7 To identify and to describe parallel lines and perpendicular lines.	↔				
17.8 To name, to identify and to describe: polygons, quadrilaterals and triangles.	↔				
17.9 To name, to identify and to describe the following figures: square, rectangle, rhombus, trapezoid, parallelogram, right triangle, isosceles triangle, and equilateral triangle.		↔	↔		
17.10 To find the relationship existing between the dimensions of a polygon and the measure of its perimeter.	↔	↔			
17.11 To find the relationship existing between the dimensions of a square or a rectangle and their surface measurements.	↔	↔			
17.12 To draw quadrilaterals and triangles in which determined characteristics are known.		↔	↔		
17.13 To find the relationship existing between the diameter of a circle and its circumference.			↔		
18.0 To perform geometric transformations which maintain the dimensions of the figures unchanged and to describe these transformations.	↔	↔	T ↔		
18.1 To identify and to construct the axes of symmetry in a figure or between two figures.	↔	↔			
18.2 To draw the image of a figure obtained by reflection.	↔	↔			
18.3 To draw the image of a figure obtained by translation.	↔	↔			
18.4 To draw the image of a figure obtained by rotation and expressed in fractions of turns.		↔	↔		

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
18.5 To describe the geometric transformation which led to the relocation of a figure.	- -	- -			
18.6 To describe the geometric transformations which led to the relocation of figures.		- -	- -		
18.7 To find examples of the application of reflections, translations, and rotations in the environment.	- -	- -	- -		
18.8 To use the Cartesian plane to describe an image obtained after the geometric transformation of a figure.		- -	- -		
19.0 To make correct use of the geometric terms judged essential for communication.		- -	T - -		
4.2.5 **MEASUREMENT**					
20.0 To estimate and to measure the dimensions of objects.	- -	- -	T - -		
20.1 To estimate and to measure objects in millimetres.	- -	- -			
20.2 To estimate and to measure objects in metres and fractions of metres (ex.: 1,75 m).			- -		
20.3 To estimate and to measure objects in centimetres and in fractions of centimetres (ex.: 4,6 cm).			- -		
20.4 To choose the most appropriate unit (metre, centimetre, millimetres) to express the length of an object (or its width, height).	- -	- -	- -		
20.5 To make adequate use of a graduated instrument to find the length of an object (or its height, width, thickness).	- -	- -	- -		
21.0 To establish the relationships existing between the SI units of length.	- -	- -	T - -		
21.1 To establish the relationship existing between metre, centimetre and decimeter.	- -				
21.2 To establish the relationship betwwen millimetre and centimetre.	- -	- -			
21.3 To establish the relationship between metre and kilometre.		- -	- -		
22.0 To estimate and to measure surfaces.	- -	- -	T - -		
22.1 To estimate and to measure the surface of plain figures with the help of the different grids of square units.	- -	- -	- -		
22.2 To estimate and to measure the surface of an object in square decimetres and to measure this surface by covering.	- -				
22.3 To compare several surfaces to one surface whose area is 1 cm² or 1 dm².	- -				
22.4 To identify from among several objects that or those which have faces of about 1 cm² or 1 dm².	- -				
22.5 To construct a surface of 1 m².		- -			
22.6 To identify from among several objects that or those which have faces whose area is about 1 m².		- -			
22.7 To compare several surfaces to a surface whose area is 1 m².		- -			

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level 4	5	6	A	M
22.8 To estimate and to find the area of different surfaces in square centimetres, in square decimetres, or in square metres.			↔		
22.9 To choose the unit of measure most appropriate to express the area of a surface (square metre, square centimetre, or square decimetre).			↔		
23.0 To estimate and to measure volumes.	↔	↔	T ↔		
23.1 To compare the volume of an object to that of a solid whose volume is 1 dm^3, 1 cm^3, or 1 m^3.	↔	↔			
23.2 To identify from among several objects that or those whose volume is about 1 cm^3, 1 dm^3, or 1 m^3.	↔	↔			
23.3 To estimate and to find the volume of an object using unit cubes of 1 cm^3 or 1 dm^3.		↔	↔		
23.4 To construct solids whose volume is 1 dm^3 or 1 m^3.		↔			
23.5 To choose the most appropriate unit of measure (cubic centimetre, cubic decimetre or cubic metre) to express the volume of an object.			↔		
24.0 To estimate and to measure angles in appropriate units.	↔	↔	T ↔		
24.1 To compare the size of two angles.			↔		
24.2 To estimate and to measure the size of an angle in quarter turns.			↔		
24.3 To use the protractor to measure the size of an angle in degrees.			↔		
24.4 To establish the correspondence between degrees and quarter turns.			↔		
25.0 To use the si symbols correctly.	↔	↔	T ↔		
25.1 To correctly use the symbols «m^2», «cm^2», and «dm^2».	↔	↔	↔		
25.2 To correctly use the symbols «cm^3», «dm^3», and «m^3».	↔	↔	↔		
25.3 To correctly record the results of a measurement using the symbols «mm», «cm», «m», and «km».	↔	↔	↔		
26.0 To solve problems involving units of length, area, and volume.	↔	↔	T ↔		
26.1 To calculate the perimeter of a polygon (regular or irregular).	↔	↔	↔		
26.2 To calculate the area of a polygon.		↔			
26.3 To calculate the area and the perimeter of a square and of a rectangle knowing the length of their sides.			↔		
26.4 To calculate the volume of a simple solid.		↔	↔		
26.5 To calculate the circumference of a circle (approximately).			↔		
26.6 To develop and to apply a procedure for solving problems involving these measures.	↔	↔	↔		

MATHEMATICS

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
27.0 To solve simple cases involving probability and statistics.	•—•	•—•	T •—•		
27.1 To solve problems requiring the reading of tables and graphs.	•—•	•—•	•—•		
27.2 To estimate and to calculate the arithmetic mean of a set of data.		•—•	•—•		
27.3 To recognize or to find applications of the mean in daily activities.		•—•			
27.4 To estimate and to verify experimentally, certain cases of known probability (intuitively). Example: - dice - bags of marbles - coins - random choice - heads or tails - etc.			•—•		

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
EXPERIMENTAL APPROACH (PROCEDURE, SKILLS, AND ATTITUDES)					
1.0 TO DEVELOP HIS PERSONAL POTENTIAL IN A HARMONIOUS MANNER.					
1.1 To gradually become aware of his environment as he develops self-confidence.	↔	↔	↔		
1.1.1 To contribute to the creation of a relaxed atmosphere favourable to the exchange of ideas during science activities.	↔	↔	↔		
1.1.2 To express his preferences and interests in order to assist the teacher in planning activities.	↔	↔	↔		
1.1.3 To be himself, to be spontaneous in his observations during science activities.	↔	↔	↔		
1.1.4 To take initiative during science activities.	↔	↔	↔		
1.1.5 To become aware of the consequences of his acts and movements as he explores his environment.	↔	↔	↔		
1.2 To develop his creative imagination in order to stimulate his consciousness of his natural surroundings and the solving of problems which interest him.	↔	↔	↔		
1.2.1 To develop his curiosity about and attention for everyday phenomena.	↔	↔	↔		
1.2.2 To experience a sense of wonder in dealing with living things, nonliving things, and natural phenomena.	↔	↔	↔		
1.2.3 To develop a questioning attitude towards the things he perceives in his environment.	↔	↔	↔		
2.0 TO LEARN ABOUT GROUP LIFE AND TEAM WORK WITHIN A DEMOCRATIC SETTING.					
2.1 To develop a gradual awareness of the requirements of working as a member of a group.	↔	↔	↔		
To develop:					
2.1.1 Respect and tolerance for others;	↔	↔	↔		
2.1.2 Co-operation and willingness to assist others;	↔	↔	↔		
2.1.3 Honesty in word and deed.	↔	↔	↔		
To acquire the habits of:					
2.1.4 Orderliness, neatness,	↔	↔	↔		
2.1.5 Punctuality.	↔	↔	↔		
2.2 To learn teamwork.	↔	↔	↔		
To learn:					
2.2.1 To plan the organization of an activity.	↔	↔	↔		
2.2.2 To evaluate the work of a team and the contributions of its members.	↔	↔	↔		
2.2.3 To take the role of group leader.	↔	↔	↔		
2.2.4 To report ideas, results, and conclusions.	↔	↔	↔		
2.2.5 To fulfill his responsibilities as a team member in carrying out a group project.	↔	↔	↔		

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
2.3 To make better use of the means needed for precise and efficient communication of his observations, and the results of his investigations.	↔	↔	↔		
2.3.1 To acquire a concern for accuracy in oral and written communications.	↔	↔	↔		
To learn the use of various means of communication such as:					
2.3.2 Histograms and graphs;	↔	↔	↔		
2.3.3 Models;	↔	↔	↔		
2.3.4 Drawings, diagrams, tables;	↔	↔	↔		
2.3.5 Audio-visual equipment.	↔	↔	↔		
3.0 TO APPRECIATE THE RICHNESS AND THE BEAUTY OF NATURE.					
3.1 To satisfy his curiosity about nature.	↔	↔	↔		
3.1.1 To acquire the habit of carrying out personal research using library resources.	↔	↔	↔		
3.1.2 To engage in hobbies or recreational activities of a scientific nature.	↔	↔	↔		
3.1.3 To examine living things and nonliving things in order to develop an appreciation of them.	↔	↔	↔		
3.1.4 To accord proper care to living things in the environment.	↔	↔	↔		
3.1.5 To take notes and make sketches of plants and animals so as to develop a better understanding of them.	↔	↔	↔		
3.2 To appreciate the ways in which living things and nonliving things contribute to his physical and psychological well-being.	↔	↔	↔		
3.2.1 To appreciate the beauty of nature, and to express this.	↔	↔	↔		
3.2.2 To feel comfortable in a variety of natural settings.	↔	↔	↔		
3.2.3 To allay any unbounded fears he may have about plants and animals.	↔	↔	↔		
4.0 TO DEVELOP ATTITUDES WHICH WILL AID HIM IN BECOMING FAMILIAR WITH THE EXPERIMENTAL APPROACH AND IN BUILDING AND STRUCTURING HIS KNOWLEDGE.					
4.1 To acquire an appreciation for scientific exactness by developing a concern for objective and constructive communication.	↔	↔	↔		
4.1.1 To be receptive to the ideas of others.	↔	↔	↔		
4.1.2 To ask questions to make sure that he has correctly understood the statements of others.	↔	↔	↔		
4.1.3 To discuss quietly.	↔	↔	↔		
4.1.4 To use various means of communication.	↔	↔	↔		
4.1.5 To develop the habit of gathering information and writing on science topics.	↔	↔	↔		
4.1.6 To demonstrate prudence in making statements.	↔	↔	↔		
4.2 To develop a willingness to consider solutions proposed by others.	↔	↔	↔		
4.2.1 To listen to, and evaluate objectively, the propositions, comments, arguments, and ideas presented by others.	↔	↔	↔		

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

		Level				
		4	5	6	A	M
4.2.2	To accept points of view contradictory to his own and to change his opinion, if the evidence warrants it.	↔	↔	↔		
4.3	**To reinforce attitudes and interests which might develop during science activities.**	↔	↔	↔		
4.3.1	To accept the challenge presented by problem-solving situations.	↔	↔	↔		
4.3.2	To develop a creative approach to problem solving.	↔	↔	↔		
4.3.3	To persevere when faced with a difficult problem.	↔	↔	↔		
4.3.4	To use originality in solving problems.	↔	↔	↔		
4.3.5	To use care in handling living things, nonliving things, and unknown products.	↔	↔	↔		
4.3.6	To display a willingness to improve work habits.	↔	↔	↔		
4.4	**To develop the desire to evaluate findings so as to improve accuracy through more methodical work.**	↔	↔	↔		
4.4.1	To develop his own criteria for evaluating his work.	↔	↔	↔		
4.4.2	To evaluate his own work.	↔	↔	↔		
4.4.3	To ask other pupils and the teacher to evaluate his work.	↔	↔	↔		
5.0	**TO DEVELOP SKILLS AND COMPETENCE IN THE USE OF THE EXPERIMENTAL APPROACH.**					
5.1	**To perfect various simple skills.**	↔	↔	T ↔		
5.1.1	To use his senses to obtain the greatest amount of data possible on living things.	↔	↔	↔		
5.1.2	To classify, order, and compare living things, nonliving things, or phenomena in accordance with one or more common properties.	↔	↔	↔		
5.1.4	To use standard units of measure.	↔	↔	↔		
5.1.5	To formulate reasonable explanations (make inferences) based on observation.	↔	↔	↔		
5.1.6	To make one or more predictions on the basis of given data.	↔	↔	↔		
5.1.7	To communicate his observations, experimentation or investigation, in a manner which is precise, concise, and effective.	↔	↔	↔		
5.1.8	To situate a living thing or a nonliving thing in his environment in time and space.	↔	↔	↔		
5.2	**To identify the principal steps of the experimental method used to solve a simple problem.**	↔	↔	T ↔		
5.2.1	To state a problem in a clear, precise, and concise manner.	↔	↔	↔		
5.2.2	To propose a possible explanation or solution for a given problem (hypothesize).	↔	↔	↔		
5.2.3	To make use of pertinent reference sources.	↔	↔	↔		
5.2.4	To take into consideration the greatest possible amount of relevant data.	↔	↔	↔		
5.2.5	To record data.	↔	↔	↔		

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
5.2.6 To plan experiments carefully.	↔	↔	↔		
5.2.7 To relate the results of his experiments and observations to a possible explanation so as to confirm or reject it.	↔	↔	↔		
5.2.8 When an explanation (hypothesis) is demonstrated to be untrue, to formulate a new one.	↔	↔	↔		
5.2.9 When an explanation (hypothesis) is confirmed, to draw appropriate conclusions from it.	↔	↔	↔		
5.2.10 To know how to communicate his results.	↔	↔	↔		
6.0 TO BECOME FAMILIAR WITH THE USE OF CERTAIN TOOLS WHICH WILL HELP HIM TO LEARN ABOUT HIS ENVIRONMENT.					
6.1 To develop skills which will be useful in the study of science.	↔	↔	↔		
6.1.1 To develop manual dexterity.	↔	↔	↔		
6.1.2 To develop the ability to work systematically.	↔	↔	↔		
6.2 To use simple measurement and observation instruments to obtain information about the environment which could not be obtained by the unaided senses.	↔	↔	T ↔		
6.2.1 To use simple measurement instruments.	↔	↔	↔		
6.2.2 To use simple meteorological instruments.	↔	↔	↔		
6.2.3 To use simple instruments to make observations.	↔	↔	↔		
6.3 To use a variety of methods to record and interpret data.	↔	↔	T ↔		
6.3.2 To construct and interpret a variety of diagrams and models.	↔	↔	↔		
6.3.3 To use analogies to explain ideas or concepts.	↔	↔	↔		
6.4 To learn techniques which will enable him to investigate living and nonliving things in his environment.	↔	↔	T ↔		
6.4.1 To set up an aquarium which reflects, as closely as possible, the natural habitat of the living things in it.	↔	↔	↔		
6.4.2 To set up a terrarium which reflects, as closely as possible, the natural habitat of the living things in it.	↔	↔	↔		
6.4.3 To set up an incubator and hatch some eggs.	↔	↔	↔		
6.4.4 To learn to use symbols for the identification of plants, animals and minerals.	↔	↔	↔		
6.4.5 To learn to observe, identify and make casts of animal tracks.	↔	↔	↔		
6.4.6 To learn to observe signs of plant and animal life.	↔	↔	↔		
6.4.7 To use a microscope to observe plant and animal cells which he has prepared.	↔	↔	↔		

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
KNOWLEDGE					
PLANTS					
7.0 TO BECOME FAMILIAR WITH THE PLANT WORLD AND ITS INTERRELATIONSHIPS WITH OTHER LIVING THINGS AND THE PHYSICAL ENVIRONMENT AND TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR TOWARD THIS RESOURCE.					
7.3 To represent the life cycle of a flowering plant.			T		
7.3.2 To describe the development of a deciduous tree over a period of a year.					
7.3.4 To describe the process of reproduction in a flowering plant..					
7.4 To illustrate the structures of a flowering plant.			T		
7.4.2 To recognize the reproduction organs of a flowering plant.					
7.4.3 To distinguish different types of arrangements in which flowers may appear.					
7.4.5 To associate various flowering plants with their foliage.					
7.4.6 To recognize the patterns in which leaves are arranged.					
7.4.7 To classify tree-leaves according to common properties.					
7.4.9 To identify the principal parts of a plant cell.					
7.5 To describe in his own words the types of plants in his environment.			T		
7.5.1 To identify different plant species in his environment at different seasons.					
7.5.2 To distinguish perennial plants from annual plants.					
7.5.4 To classify plants in his environment according to common characteristics.					
7.5.6 To identify the various means of plant propagation.					
7.6 To describe in his own words some of the relationships between plants and the physical world.			T		
7.6.2 To discover and define by means of an experiment the ambient conditions which affect the development of a plant population.					
7.6.3 To discover the effects of plant life on a given physical environment.					
7.7 To describe in his own words the interrelationships between plants.			T		
7.7.1 To identify the types of interrelationships between plants of the same species.					
7.7.2 To identify the types of interrelationships between plants of different species.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
7.8 To describe in his own words some of the relationships between man and plants and to identify some of the ways in which these relationships affect the environment.	↔	↔	T ↔		
7.8.1 To identify some of the ways in which man uses plants.	↔	↔	↔		
7.8.2 To identify the actions taken by man to protect and improve the flora.	↔	↔	↔		
7.9 To identify ways in which the actions he is taking to preserve and protect plant life will benefit the environment.	↔	↔	T ↔		
7.9.1 To carry out his own plant life conservation activities.	↔	↔	↔		
7.9.2 To plan plant life protection projects in his environment, and to take appropriate follow-up action, where feasible.	↔	↔	↔		
ANIMALS					
8.0 TO BECOME FAMILIAR WITH THE ANIMAL WORLD AND ITS INTERRELATIONSHIPS WITH OTHER LIVING THINGS AND THE PHYSICAL ENVIRONMENT IN ORDER TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR TOWARD THIS RESOURCE.					
8.2 To compare the stages of development in animals in his environment with the stages of development in men.	↔	↔	T ↔		
8.2.1 To describe in his own words the development of a small mammal.	↔	↔	↔		
8.2.2 To describe in his own words the development of a bird.	↔	↔	↔		
8.2.3 To describe in his own words the development of a fish.	↔	↔	↔		
8.2.4 To describe in his own words the development of an insect.	↔	↔	↔		
8.3 To describe the external characteristics of animals in his environment.	↔	↔	T ↔		
8.3.1 To identify the external parts of a small mammal on an outline drawing he has made.	↔	↔	↔		
8.3.2 To identify the external parts of a bird on an outline drawing he has made.	↔	↔	↔		
8.3.3 To identify the external parts of a fish on an outline drawing he has made.	↔	↔	↔		
8.3.4 To identify the external parts of an insect on an outline drawing he has made.	↔	↔	↔		
8.4 To demonstrate that he knows his own body.	↔	↔	T ↔		
8.4.1 To identify the principal parts of his body.	↔	↔	↔		
8.4.5 To determine his pulse rate.	↔	↔	↔		
8.4.6 To measure his body temperature.	↔	↔	↔		
8.4.7 To calibrate a simple apparatus to measure lung capacity and use it to measure his own lung capacity.	↔	↔	↔		
8.4.8 To determine by means of an experiment some of the limits of vision, hearing, smell and touch.	↔	↔	↔		
8.4.9 To recognize the principal parts of an animal cell.	↔	↔	↔		

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
8.5 To describe in his own words different animals in his environment.			T		
8.5.1 To make an inventory of the animals that share his environment.					
8.5.2 To classify these animals according to common properties.					
8.6 To describe in his own words some of the interrelationships that exist between the physical environment and animals (including man).			T		
8.6.1 To discover how an animal such as a small mammal, bird, fish, or insect adapts to its environment.					
8.6.3 To discover some of the ambient conditions necessary for the growth of an animal population (including a human population).					
8.6.4 To recognize the effects of animals on a given physical environment.					
8.6.5 To describe in his own words how the physical environment influences man.					
8.7 To describe in his own words some of the interrelationships that exist between animals.			T		
8.7.1 To identify relationships between animals of the same species (individuals or populations).					
8.7.2 To identify relationships between animals of different species (individuals or populations).					
8.8 To describe in his own words some of the interrelationships that exist between plants and animals.			T		
8.9 To describe in his own words some of the relationships that exist between man and animals in order to identify some of the ways in which these relationships affect the environment.			T		
8.9.1 To identify some of the ways in which man uses animals.					
8.9.2 To identify man's actions to protect and improve animal life.					
8.10 To identify ways in which the actions he is taking to preserve and protect animal life will benefit the environment.			T		
8.10.1 To carry out his own animal life protection activities.					
8.10.2 To plan animal life protection projects in his environment, and to take appropriate follow-up action, where feasible.					
WATER					
9.0 TO BECOME FAMILIAR WITH WATER AND ITS INTERRELATIONSHIPS WITH THE OTHER ELEMENTS OF THE ENVIRONMENT IN ORDER TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR CONDUCIVE TO RATIONAL USE OF THIS RESOURCE AND THE BENEFITS MAN GAINS FROM IT.					
9.2 To compare the properties and characteristics of water with those of other liquids.			T		
9.2.2 To discover, through the use of appropriate equipment, some properties and characteristics of water.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

		Level			A	M
		4	5	6		
9.3	**To recognize the different forms and states in which water is found in his environment.**			T		
9.3.3	To recognize the presence of water vapour in air.					
9.3.4	To describe rain in his own words.					
9.3.5	To demonstrate the presence of water in soil.					
9.3.6	To demonstrate that, in nature, water is present in different states as an effect of energy.					
9.4	**To identify some of the ways in which man uses water; to know how these uses affect the environment.**			T		
9.4.1	To identify some of the ways in which man uses water.					
9.4.2	To identify actions taken by man to protect and improve the quality of water.					
9.4.3	To identify actions taken by man to ensure a more rational use of hydro-electric power.					
9.5	**To identify the ways in which the actions he is taking to protect water and make more rational use of hydro-electric power will benefit the environment.**			T		
9.5.1	To carry out actions conducive to a more rational use of water resources and the energy drawn from them.					
9.5.2	To plan projects for the protection of water quality in his environment, and the energy water provides, and to take appropriate follow-up action, where feasible.					
AIR						
10.0	**TO BECOME FAMILIAR WITH AIR AND ITS INTERRELATIONSHIPS WITH OTHER ELEMENTS OF THE ENVIRONMENT IN ORDER TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR CONDUCIVE TO RATIONAL USE OF THIS RESOURCE.**					
10.2	**To recognize signs of the presence of air in his environment.**			T		
10.2.3	To demonstrate the presence of air by the effect of air pressure.					
10.2.4	To demonstrate the presence of air other than that of the atmosphere.					
10.3	**To identify some of the properties and characteristics of air.**			T		
10.3.2	To determine some of the properties and characteristics of air through the use of instruments.					
10.4	**To describe in his own words ways in which man uses air and to recognize the effect of these uses on the environment.**			T		
10.4.1	To clarify some of the ways in which man uses air.					
10.4.2	To identify man's efforts to protect and improve the quality of the air that he breathes.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
10.5 To identify the ways in which the actions he is taking to demonstrate a rational use of air will benefit the environment.			T		
10.5.1 To carry out activities demonstrating a rational use of air.					
10.5.2 To plan air quality protection projects in his environment, and to take appropriate follow-up action, where feasible.					
SOIL					
11.0 TO BECOME FAMILIAR WITH SOIL AND ITS INTERRELATIONSHIPS WITH THE OTHER ELEMENTS OF THE ENVIRONMENT IN ORDER TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR CONDUCIVE TO RATIONAL USE OF THIS RESOURCE AND THE BENEFITS MAN GAINS FROM IT.					
11.2 To list some of the properties and general characteristics of the principal constituents of soil.			T		
11.2.1 To discover some of the properties and characteristics of arable soil.					
11.2.2 To discover some of the properties and characteristics of rock.					
11.3 To show the similarities and differences between the different components of soil.			T		
11.3.1 To distinguish the principal components of arable soil and to compare them with those of another type of soil.					
11.3.2 To discover the similarities and differences between different types of soil.					
11.3.3 To identify the different constituents of a rock and to compare these with those of a different type of rock.					
11.3.4 To discover similarities and differences between different rocks.					
11.4 To describe in his own words some of the ways in which man uses soil and to recognize the effect of these uses on the environment.			T		
11.4.1 To identify some of the ways in which man uses soil.					
11.4.2 To identify man's efforts to protect and improve soil quality.					
11.4.3 To identify man's efforts to encourage a rational use of soil energy.					
11.5 To identify the ways in which the actions he is taking to make more rational use of soil energy will benefit the environment.			T		
11.5.1 To carry out actions conducive to a rational use of soil and the energy from it.					
11.5.2 To plan projects for the preservation of soil quality and soil energy in his environment, and to take appropriate follow-up action, where feasible.					
MANUFACTURED GOODS					
12.0 TO BECOME FAMILIAR WITH MANUFACTURED GOODS TO DEVELOP RESPONSIBLE ATTITUDES AND BEHAVIOUR CONDUCIVE TO RATIONAL USE OF MANUFACTURED GOODS.					
12.2 To identify some of the ways in which man transforms natural substances to create products.			T		
12.2.1 To distinguish between natural and manufactured products.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
12.2.2 To recognize the presence of animal, vegetable, and mineral components in products.					
12.2.3 To give examples and explanations of simple transformations which man carries out on natural substances to create manufactured products and to make one of these products.					
12.2.4 To give examples and explanations of radical transformations carried out on natural substances to create manufactured products and to reproduce one of these.					
12.3 To list some properties of manufactured goods.			T		
12.3.2 To use instruments to determine other characteristics of manufactured goods.					
12.4 To identify and produce manufactured products formed from simple machines in order to identify the components of these systems and how they interact.			T		
12.4.1 To construct simple machines; to identify their components and how they interact.					
12.4.2 To build a simple pendulum; to identify its component parts and how they interact.					
12.4.3 To recognize systems whose elements interact at a distance; to identify these elements and how they interact.					
12.4.4 To develop a model to outline the functioning of a simple system.					
12.4.5 To identify sources of energy for motion in a simple system.					
12.5 To build and use diagrams to represent an electric circuit in order to discover how the different elements of the system interact.			T		
12.5.1 To discover the properties of battery cells and light bulbs.					
12.5.2 To connect light bulbs and battery cells in series; to draw a diagram of the circuit.					
12.5.3 To connect light bulbs and battery cells in parallel; to draw a diagram of the circuit.					
12.5.4 To discover, by means of experiments, what substances are conductors of electricity; to use a conductor to close a break in a circuit.					
12.5.5 To determine by means of experiments, which substances are insulators.					
12.5.6 To build a simple on/off switch for an electric circuit.					
12.5.7 To identify changes in the conductivity of a circuit when a wire is replaced by one which is thicker or thinner than the previous one, or by a poorer conductor, or when the length of the wire is increased.					
12.5.8 To explain the use of switches and insulated wire.					
12.6 To identify the energy needs for the manufacture of products.			T		
12.6.1 To identify the forms of energy needed for manufacturing in at least one case involving a simple transformation.					
12.6.2 To identify the forms of energy needed for manufacturing in at least one case involving a radical transformation.					
12.7 To describe, in his own words, some of the ways in which man uses various products manufactured in his environment. To recognize the effect of these uses on the environment.			T		
12.7.1 To discover the ways in which man uses manufactured products sensibly.					

NATURAL SCIENCE

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
12.7.2 To discover the ways in which man uses manufactured products in a way detrimental to the environment.					
12.8 To identify the ways in which the action he is taking to preserve the rational use of manufactured products will benefit the environment.			T		
12.8.1 To carry out actions conducive to a rational use of manufactured products.					
12.8.2 To plan projects for the preservation of manufactured products in his environment, and to take appropriate follow-up action, where feasible					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

CONSUMER EDUCATION

GLOBAL OBJECTIVE: TO ENCOURAGE STUDENTS TO ADOPT ATTITUDES THAT ARE CONDUCIVE TO PHYSICAL, PSYCHOLOGICAL AND SOCIAL WELL-BEING.

GENERAL OBJECTIVES:

1. To become aware of their physical needs.
2. To change their habits in order to improve their health.
3. To avoid risks found in the physical environment.
4. To become aware of the consequences of their behaviour on their health.
5. To gain further experience by exploring and using the resources in their physical environment.

	Level			A	M
	4	5	6		
THEME: CONSEQUENCES OF CONSUMER CHOICES					
1.0 To evaluate their consumer choices according to the impact of these choices on their personal stability.	•–•	•–•	T •–•		
1.1 To list the personal consequences of certain consumer choices that they have already made.					
1.2 To classify the consequences of their consumer choices as desirable or undesirable for their personal stability.					
1.3 To classify their consumer choices as good or bad according to the impact of these choices on their personal stability.					
1.4 To indicate ways that enable them to make better consumer choices more often.					
THEME: RESOURCES IN THE ENVIRONMENT					
2.0 To recognize that they use the resources in the environment to satisfy their needs.	•–•	•–•	T •–•		
2.1 To review the concepts of goods and services.					
2.2 To identify the goods and services that they consume in their environment.					
2.3 To categorize these items as goods or services.					
2.4 To identify the different places where they consume.					
THEME: WAYS OF CONSUMING					
3.0 To evaluate their ways of consuming in relation to the quality of the environment.	•–•	•–•	T •–•		
3.1 To define overconsumption of goods and services.					
3.2 To identify goods and services that they consume excessively.					
3.3 To define misuse of goods and services.					
3.4 To identify goods and services that they misuse.					
3.5 To list the consequences of the irresponsible use of places, goods, or public services (in this case, the school).					
3.6 To recognize that deterioration of public property forces the community to pay for the damages (in this case, the school).					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

CONSUMER EDUCATION

		Level			A	M
		4	5	6		
THEME: CONSEQUENCES OF CONSUMER CHOICES						
4.0	**To evaluate their consumer choices according to the impact of these choices on the physical environment.**	←	—	T →		
4.1	To list the consequences of their consumer choices on the physical environment.					
4.2	To classify the impact of their consumer choices as desirable or undesirable.					
4.3	To classify their consumer choices as good or bad according to the consequences of these choices.					
4.4	To indicate ways that enable them to make better consumer choices more often.					
THEME: INDIVIDUAL DIFFERENCES						
5.0	**To recognize the need to discuss consumer choices in interpersonal relationships.**	←	—	T →		
5.1	To relate situations in which others encouraged them to consume.					
5.2	To express how they felt after being persuaded by another person to consume.					
5.3	To relate situations in which they encouraged others to consume.					
5.4	To identify the other people's reactions concerning this influence.					
5.5	To recognize that influences on themselves or on others can be positive or negative.					
5.6	To indicate ways of respecting their well-being and that of others as consumers.					
THEME: CONSEQUENCES OF CONSUMER CHOICES						
6.0	**To evaluate their consumer choices according to the quality of their interpersonal relationships.**	←	—	T →		
6.1	To list the consequences of their consumer choices on the quality of their interpersonal relationships.					
6.2	To classify the consequences of their consumer choices as desirable or undesirable.					
6.3	To classify their consumer choices as good or bad according to the impact of these choices.					
6.4	To indicate ways that enable them to make better consumer choices more often.					
THEME: ROLES OF ADVERTISING CHOICES						
7.0	**To show an understanding of the influence of advertising on their consumer choices.**	←	—	T →		
7.1	To list different forms of advertising to which they are exposed.					
7.2	To distinguish between the persuasive and informative elements of advertisements.					
7.3	To extrapolate from this classification the roles and uses of advertising.					
7.4	To explain how advertising influences their consumer choices.					
7.5	To identify activities or products for which advertising has a great influence on their consumer choices.					
7.6	To identify the reasons for these influences.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

CONSUMER EDUCATION

	Level			A	M
	4	5	6		
7.7 To analyze certain advertisements.					
7.8 To recognize that advertising is not the only factor that influences their consumer choices.					
7.9 To identify the other factors that influence their consumer choices.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

HEALTH EDUCATION

GLOBAL OBJECTIVE: **TO ENCOURAGE STUDENTS TO ADOPT ATTITUDES THAT ARE CONDUCIVE TO PHYSICAL, PSYCHOLOGICAL AND SOCIAL WELL-BEING.**

GENERAL OBJECTIVES:

1. To become aware of their physical needs.
2. To change their habits in order to improve their health.
3. To avoid risks found in the physical environment.
4. To become aware of the consequences of their behaviour on their health.
5. To gain further experience by exploring and using the resources in their physical environment.

	Level			A	M
	4	5	6		
THEME: THE BODY'S BASIC NEEDS					
1.0 To describe the different needs of their bodies.	↔	↔	T ↔		
1.1 To state in their own words what the word "need" means.					
1.2 To draw up a list of needs based on hypothetical situations.					
1.3 To identify the essential benefits the satisfaction of each need provides to the organism.					
THEME: BODILY SENSATIONS AS HEALTH INDICATORS					
2.0 To determine as accurately as possible what various sensations mean.	↔	↔	T ↔		
2.1 To list the sensations people most frequently experiance.					
2.2 To attach one or more meanings to each of those sensations.					
2.3 To identify the origin of a sensation they have experienced in a particular situation.					
THEME: EATING HABITS					
3.0 To recognize the importance of eating three balanced meals a day.	↔	↔	T ↔		
3.1 To indicate at what times in the day they usually eat.					
3.2 To describe the foods they eat on each of those occasions.					
3.3 To list the reasons human beings have for eating in order of their importance for health.					
3.4 To rank the reasons for eating in order of their importance for health.					
3.5 To indicate the most important contributions to personal well-being provided by meals, snacks and other occasions for eating.					
3.6 To list in order the occasions on which people eat, placing the most important occasions at the top of the list.					
3.7 To identify those occasions for eating that are essential to the proper functioning of their bodies.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

HEALTH EDUCATION	Level			A	M
	4	5	6		
THEME: PERSONAL HYGIENE					
4.0 To practise basic rules of personal hygiene.	←	–	T →		
4.1 To brush their teeth correctly.					
4.2 To floss their teeth correctly.					
4.3 To use, not abuse their teeth.					
4.4 To see the dentist and dental hygienist twice a year.					
4.5 To wash their hands before each meal.					
4.6 To wash their bodies once a day.					
4.7 To wash and brush their hair regularly.					
4.8 To take a few minutes every day to relax.					
4.9 To go to bed early enough every day to be well rested.					
4.10 To maintain good posture.					
4.11 To play outdoors every day.					
THEME: MENTAL HEALTH					
5.0 To try out different ways of fostering their mental health.	←	–	T →		
5.1 To identify activities in their daily life that may affect their mental health.					
5.2 To classify their daily activities according to categories decided on by the class.					
5.3 To list as many of these activities as possible that can contribute to their mental health.					
5.4 To choose the activities they consider to be the most effective and enjoyable from the list they made.					
5.5 To practice the activity or activities of their choice for a predetermined period of time they decide on.					
THEME: VEHICLES					
6.0 To recognize the causes of accidents involving vehicles.	←	–	T →		
6.1 To list the causes of bicycle accidents.					
6.2 To list the causes of skate-board accidents.					
6.3 To list the cause of motor-cycle, moped, and motorized bicycle accidents.					
6.4 To list the causes of boating accidents.					
6.5 To list the causes of accidents related to cross-country skiing.					
6.6 To list the causes of accidents related to tractors and other farm machinery.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

HEALTH EDUCATION

	Level			A	M
	4	5	6		
THEME: POLLUTION					
7.0 To recognize the dangers of pollution.			T		
7.1 To distinguish different types of pollution.					
7.2 To list the sources of air pollution.					
7.3 To list the sources of water pollution.					
7.4 To list the sources of noise pollution.					
7.5 To recognize the dangers of air pollution.					
7.6 To recognize the dangers of water pollution.					
7.7 To recognize the dangers of noise pollution.					
THEME: DANGEROUS OBJECTS AND PLACES					
8.0 To analyze the reasons for and against the use of tobacco, alcohol and drugs.			T		
8.1 To list statements made by advertisers and by those around them that encourage them to smoke, drink alcoholic beverages or take drugs.					
8.2 To list statements made by advertisers and by those around them, or in public service announcements, that discourage them from smoking, drinking alcoholic beverages or taking drugs.					
8.3 To analyze the statements that promote the use of tobacco, alcohol or other drugs.					
8.4 To analyze the statements that discourage the use of tobacco, alcohol or other drugs.					
8.5 To assess the statements to determine whether the advantages outweigh the disadvantages.					
8.6 To take a position on these practices in terms of what they want to be or become, taking into consideration the dangers such practices pose for health.					
THEME: SAFE PRACTICES					
9.0 To follow certain safety rules and regulations.			T		
9.1 To observe safety rules and regulations.					
9.2 To observe safety rules to help prevent fires.					
9.3 To observe safety rules during recreational activities.					
9.4 To observe the safety rules concerning firearms and dynamite.					
10.0 To identify the consequences of unsafe practices.			T		
10.1 To state the possible consequences of unsafe practices on the road.					
10.2 To state the possible consequences of unsafe practices in the home.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

HEALTH EDUCATION

	Level			A	M
	4	5	6		
10.3 To state the possible consequences of poor eating habits.					
10.4 To state the possible consequences of watching too much television, listening to the radio at too high a volume and reading under poor light.					
10.5 To state the possible consequences of poor posture.					
THEME: RESOURCES FOR PERSONAL GROWTH					
11.0 To participate in one or more recreational activities of interest to them.	↔	↔	T ↔		
11.1 To draw up a list of the activities that interest them.					
11.2 To inquire about the possibilities of practising those activities in their area.					
11.3 To obtain necessary information for taking part in organized activities.					
11.4 To choose one or more activities to practise each season, based on their personal preferences and what is available in the area.					
11.5 To take the steps necessary to participate in one or more activities.					
11.6 To take part regularly in the activities.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

INTERPERSONAL RELATIONSHIPS

GLOBAL OBJECTIVE: TO HELP STUDENTS BECOME AWARE OF THEMSELVES AND OTHERS AS INDIVIDUALS, IN ORDER TO IMPROVE THE QUALITY OF THEIR INTERPERSONAL RELATIONSHIPS.

GENERAL OBJECTIVES:

1. To acquire a positive image of themselves as individuals with particular abilities and attitudes.
2. To explore the main types of relationships that they establish.
3. To become aware of certain phenomena that occur in communications between two people in a relationship.
4. To become aware of their responsibilities as members of families and of classes.

		Level			A	M
		4	5	6		
THEME: PERSONAL PROFILE						
1.0	To outline their main interests and skills.			T		
1.1	To identify their favourite activities.					
1.2	To state in their own words why they prefer these activities.					
1.3	To choose, from among these activities, those for which they have special interests and skills.					
1.4	To compare their interests and skills with those of their classmates.					
1.5	To appreciate that each of them has a unique personality.					
2.0	To recognize that they have potential to develop.			T		
2.1	To list some of their works or creations that they consider to be personal achievements.					
2.2	To indicate the steps they took to accomplish these works or creations.					
2.3	To express how they feel about these achievements.					
2.4	To be aware that they have personal potential that they must develop.					
THEME: CHOICE OF RELATIONSHIPS						
3.0	To identify their personal criteria in choosing interpersonal relationships.			T		
3.1	To recognize that they could establish relationships with several people.					
3.2	To determine the number of people with whom they have relationships.					
3.3	To state in their own words why they choose to establish a relationship with one person rather than with another.					
3.4	To be aware that their choice of friends is based both on personal criteria and on external criteria.					
3.5	To identify what is important to them when they establish relationships with other people.					
3.6	To identify certain cautious attitudes and behaviours to have towards strangers.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

INTERPERSONAL RELATIONSHIPS

		Level			A	M
		4	5	6		
THEME: EMOTIONAL REACTIONS						
4.0	**To understand that their emotional reactions influence their behaviour towards others.**			T		
4.1	To describe situations in which something greatly pleased or displeased them.					
4.2	To identify their emotional reactions to these situations.					
4.3	To identify emotional reactions that they have sometimes manifested through their behaviour.					
4.4	To identify the changes brought on in the relationship by their reactions.					
4.5	To identify other behaviour that could have been indicative of the same emotions.					
4.6	To imagine how a different behavioral reaction could have changed the situation.					
4.7	To observe that the manner in which emotions are shown influences the remainder of the relationship.					
4.8	To observe that a behavioral reaction can last longer than the situation that caused the reaction.					
4.9	To observe that their behaviour towards others can be influenced by an emotion that they have recently experienced.					
4.10	To observe that other people's behaviour towards them can be influenced by emotions that those people have recently experienced.					
THEME: INTERPRETATION						
5.0	**To understand that when people interpret the behaviour of others, they are inferring how these individuals feel towards them.**			T		
5.1	To identify the behaviour that helps them recognize how the people feel towards them.					
5.2	To observe similar behaviours in themselves.					
5.3	To examine whether they interpret their own behaviour as they interpret that of others.					
5.4	To endeavour to know the meaning of the other person's behaviour.					
5.5	To identify the consequences of an erroneous interpretation of these behaviours.					
5.6	To recognize that it is sometimes useful to check with others about the moods attributed to them based on their behaviour.					
THEME: CONFLICT						
6.0	**To recognize that conflict can be valuable or detrimental to a relationship depending on how it is resolved.**			T		
6.1	To identify their emotional reactions when faced with a conflict.					
6.2	To identify their various behaviours when faced with a conflict.					
6.3	To identify certain behaviours, their own or those of the other person that they consider to have been detrimental to the relationship.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

INTERPERSONAL RELATIONSHIPS

		Level			A	M
		4	5	6		
6.4	To observe what happens when there is discussion at the time of a conflict.					
6.5	To recognize that discussion can have positive effects on a relationship.					
6.6	To recognize that an unresolved conflict can have negative effects on a relationship.					
6.7	To recognize that the way in which a conflict is resolved influences the quality of the relationship.					
THEME: TIME						
7.0	**To recognize that all relationships vary in duration and that there are one or more reasons for this.**			T		
7.1	To identify the persons with whom they have experienced long-term relationships.					
7.2	To indicate the reasons why they pursue these relationships.					
7.3	To identify short-term relationships that they have experienced.					
7.4	To identify factors that could have caused a relationship to end.					
7.5	To recognize that their behaviour and that of the other person can cause a relationship to end.					
7.6	To identify their emotional reactions when a relationship ends.					
7.7	To recognize that all relationships are experienced within a given period of time and that this duration is determined by a variety of factors.					
THEME: PARTICIPATION						
8.0	**To recognize the importance of their participation within a group.**			T		
8.1	To identify the main situations that require them to participate within a group.					
8.2	To identify the reasons that associate them with each of the groups.					
8.3	To identify their roles in each of these groups.					
8.4	To identify personal behaviours that facilitate better understanding within a group.					
8.5	To imagine what would happen if they did not assume their roles in a group.					
8.6	To recognize that each member has a part in the functioning of a group.					
8.7	To evaluate their satisfaction in participating in a group.					
8.8	To indicate ways of participating more actively to improve the functioning of the groups to which they belong.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

	INTERPERSONAL RELATIONSHIPS	Level			A	M
		4	5	6		
	THEME: EXCHANGE AND COMPROMISE					
9.0	**To understand that all good relationships demand mutual exchanges and compromises.**			T		
9.1	To classify their relationships with other people into two categories: harmonious relationships and conflictual relationships.					
9.2	To compare the behaviour of these people towards them, for each category of relationship.					
9.3	To compare their personal behaviour towards others, for each of the categories.					
9.4	To recognize that mutual understanding of messages is a component of harmony.					
9.5	To recognize that respect for the opinion of others is a component of harmony.					
9.6	To recognize that concern for the feelings of others is a component of harmony.					
9.7	To recognize that mutual compromises are a component of harmony.					
9.8	To recognize that the ability to express their opinions and feelings is a component of harmony.					
	THEME: HARMONY					
10.0	**To recognize the importance of harmonious relationships within a group.**			T		
10.1	To identify the group activities in which they participate in their families and in their classes.					
10.2	To recall a group activity in which they had a great sense of happiness and well-being.					
10.3	To describe their behaviour in this situation.					
10.4	To recall a situation where there existed a conflict with one or several members of the group.					
10.5	To describe their behaviour in this situation.					
10.6	To identify the causes of the conflict.					
10.7	To imagine other possible causes of conflict.					
10.8	To indicate, among the causes of conflict, those in which they can intervene.					
10.9	To list the factors that contribute to harmony within a group.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

LIFE IN SOCIETY

GLOBAL OBJECTIVE: TO ENCOURAGE THE STUDENTS TO DEVELOP THE KNOWLEDGE, ATTITUDES AND BEHAVIOURS WHICH WILL ENABLE THEM TO STRIKE A BALANCE BETWEEN THEIR EXPECTATIONS AND THOSE OF THE COMMUNITIES WITHIN WHICH THE STUDENTS ARE EVOLVING, SO THAT THEY WILL BE ABLE TO EXPRESS THEMSELVES FULLY AS INDIVIDUALS, AND PARTICIPATE ACTIVELY IN THE LIFE OF THEIR COMMUNITIES.

GENERAL OBJECTIVES:

1. To understand the social dimension of their character.
2. To take advantage of the services offered by their communities, and yet respect others' rights to use them.
3. To become aware of belonging to a group and the roles they are required to play within it.
4. To become aware of the various decision-making structures that society creates in order to function democratically.

	Level 4	Level 5	Level 6	A	M
THEME: MY SOCIAL IDENTITY					
1.0 To recognize that they belong to a community.			T		
1.1 To make a list of their ties to various groups.					
1.2 To define the concept of community.					
1.3 To realize that they are part of a community.					
1.4 To make their own social identification cards.					
1.5 To compare their identification cards with those of their peers.					
THEME: MY RIGHTS AND RESPONSIBILITIES					
2.0 To recognize that they have rights and responsibilities as individuals and as members of a community.			T		
2.1 To show an understanding of what they consider to be their rights in the family, class, or as individuals.					
2.2 To give, in their own words, a definition of a right and the reasons that justify it.					
2.3 To give a definition of a right.					
2.4 To distinguish the different kinds of rights.					
2.5 To know the basic rights of every human being.					
2.6 To recognize that every right implies freedom.					
2.7 To recognize that every right implies responsibilities as individuals and as members of a community.					
2.8 To identify the rights of children and the ensuing responsibilities.					
THEME: ROLES OF INFORMATION					
3.0 To define the role of information in their lives.			T		
3.1 To give examples of daily situations in which they need information.					
3.2 To tell in their own words what happens when they receive the information they need.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

LIFE IN SOCIETY	Level 4	5	6	A	M
3.3 To ask parents or adults about their information needs and the advantages of obtaining such information.					
3.4 To describe the personal advantages they derive from the information.					
THEME: INFORMATION CENTRES					
4.0 To apply the main steps in using an information centre.			T		
4.1 To make a list of the information sources available in the immediate environment.					
4.2 To state the kinds of information they use most often.					
4.3 To tell of personal situations in which they made use of information centres.					
4.4 To give a brief description of the way in which an information centre in their neighbourhood functions.					
4.5 To identify the main steps in using an information centre.					
4.6 To describe the difficulties they encounter in applying one or more steps.					
4.7 To attempt one of these steps.					
THEME: VANDALISM					
5.0 To promote an awareness of public property and a concern for it.			T		
5.1 To review public goods and services that people use.					
5.2 To identify the needs satisfied by using these goods and services.					
5.3 To give examples of public goods and services that have been seriously damaged in their neighbourhood.					
5.4 To define vandalism in their own words.					
5.5 To give reasons that lead people to commit acts of vandalism.					
5.6 To be aware of the personal and social consequences of acts of vandalism.					
5.7 To express their personal opinions about acts of vandalism.					
5.8 To imagine with their peers ways of promoting an awareness of public property in their neighbourhood.					
THEME: FAMILY RULES					
6.0 To participate in making and applying family rules.			T		
6.1 To list the rules existing in their families.					
6.2 To imagine what would happen if these rules did not exist.					
6.3 To show the reasons for family rules.					
6.4 To compare their family rules with those of their peers.					
6.5 To understand the diverse aspects of rules.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

LIFE IN SOCIETY	Level 4	Level 5	Level 6	A	M
6.6 To become aware of how rules evolve.					
6.7 To be aware of reasons for changing rules.					
6.8 To define their personal role in making and applying rules in their family.					
6.9 To describe the family situations in which they could contribute to making and applying rules.					
6.10 To discuss with their family how they could participate in making and applying family rules.					
THEME: TOLERANCE					
7.0 To show tolerance toward people they know whose lifestyles differ from their own.			T		
7.1 To find in their neighbourhood individuals or groups of people whose lifestyles differ from their own.					
7.2 To obtain information on the lifestyles of one of these people, or of a particular group of people.					
7.3 To present summaries of their surveys to their peers.					
7.4 To show a basic knowledge of a person's needs.					
7.5 To check whether the rights of this person or group of people have been respected.					
7.6 To express their feelings about these people.					
7.7 To express their feelings about people who do not respect the rights of others.					
7.8 To take more effective steps to respect the rights of others.					
THEME: GOOD CITIZENSHIP					
8.0 To show the importance of good citizenship.			T		
8.1 To define good citizenship in their own words.					
8.2 To tell about acts of good citizenship they have observed in their neighbourhood.					
8.3 To express their opinions about the value of these acts.					
8.4 To talk about a personal experience in which they needed someone's help.					
8.5 To express how they felt when they received help.					
8.6 To imagine what would have happened if they had not received help.					
8.7 To express their feelings about a situation in which they did not receive the help they needed.					
8.8 To indicate dangers caused by certain acts of good citizenship.					
8.9 To be aware of the importance society attributes to acts of good citizenship.					
8.10 To imagine what would happen in a society in which nobody demonstrated good citizenship.					
8.11 To indicate situations in which they could have shown good citizenship.					

PERSONAL AND SOCIAL EDUCATION

A: Addressed
M: More evaluation needed

LIFE IN SOCIETY	Level			A	M
	4	5	6		
THEME: RULES					
9.0 To recognize the existence and use of rules within social groups.			T		
9.1 To review the rules that exist in their family.					
9.2 To state the rules that exist in their school.					
9.3 To state the rules that exist in games or sports.					
9.4 To state regulations that exist in their city.					
9.5 To be aware of the diverse aspects of rules.					
9.6 To imagine what would happen in a social group that they belong to if each rule did not exist.					
9.7 To become aware of the purpose of rules.					
THEME: LAWS					
10.0 To recognize the existence and rationale for laws.			T		
10.1 To define a law in their own words.					
10.2 To identify the characteristics of a law.					
10.3 To understand how laws are made.					
10.4 To name different laws which affect people in Québec.					
10.5 To identify the reasons for laws.					
10.6 To name the people responsible for enforcing laws.					
10.7 To express their own opinions about the purpose of laws.					
10.8 To become aware of a law that concerns them.					
10.9 To give their personal opinion about this law.					
10.10 To state the consequences of breaking this law.					

PERSONAL AND SOCIAL EDUCATION

A : Addressed
M : More evaluation needed

SEX EDUCATION

GLOBAL OBJECTIVE: TO OFFER YOUNG PEOPLE THE OPPORTUNITY TO DISCOVER AND UNDERSTAND THE DIMENSIONS OF THEIR SEXUALITY, TO INTEGRAGE THESE DIMENSIONS INTO THEIR PERSONALITIES IN A POSITIVE WAY, AND THUS, TO REACH THEIR POTENTIAL AS SEXUAL BEINGS HARMONIOUSLY AND RESPONSIBLY IN ACCORDANCE WITH THEIR GOALS AS INDIVIDUALS AND MEMBERS OF SOCIETY.

GENERAL OBJECTIVES:

1. To value their bodies as sexual realities.
2. To integrate the various dimensions of human sexuality.
3. To become aware of the various types of sexual exploitation to which they could be subjected.
4. To become aware of the social dimensions of the expression of human sexuality, particularly in relation to the family.
5. To understand the phenomenon of childbirth.

SEX EDUCATION	Level 4	Level 5	Level 6	A	M
THEME: EXPRESSION OF HUMAN SEXUALITY					
1.0 To show an understanding of the concept of sexuality.			T		
1.1 To review the different ways of expressing sexuality.					
1.2 To identify the main aspects of sexuality.					
1.3 To distinguish sexuality from genital sex.					
1.4 To illustrate what "sexuality" means to them.					
THEME: MALE-FEMALE					
2.0 To identify the male and female genital organs and their functions.			T		
2.1 To review the main anatomical characteristics of the human body.					
2.2 To review the medical terms for the main male and female genital reproductive organs.					
2.3 To describe the exact location of the genital reproductive organs on a cross-sectional diagram of the body.					
2.4 To classify the male and female genital reproductive organs into two groups: the internal organs and the external organs.					
2.5 To identify the functions of the male and female genital reproductive organs.					
2.6 To identify the main functions of the human reproductive system.					
2.7 To identify points that they find unclear or that they do not understand.					
2.8 To express their feelings concerning the genital organs and their functions.					
THEME: PUBERTY					
3.0 To show an understanding of the anatomical, physiological and psychological changes that occur at puberty.			T		
3.1 To describe, in their own words, the anatomical, physiological and psychological changes that occur at puberty.					
3.2 To be aware of the phenomena of menstruation and ejaculation.					

PERSONAL AND SOCIAL EDUCATION

A : Addressed
M : More evaluation needed

SEX EDUCATION	Level 4	5	6	A	M
3.3 To explain in their own words why these changes occur.					
3.4 To indicate that these changes do not occur at the same time for each person.					
3.5 To express their feelings concerning these changes.					
3.6 To discuss with their peers, parents and teachers their questions, fears and pleasures concerning these changes.					
4.0 To show an understanding of their capacity to reproduce.			T		
4.1 To complete the information about the stages in the reproductive process.					
4.2 To identify what gives males and females the capacity to reproduce.					
4.3 To relate their capacity to reproduce to particular signs of sexual maturity.					
4.4 To be aware of the responsibilities implied by the capacity to reproduce.					
THEME: SEXUAL AWARENESS					
5.0 To show an understanding of the main characteristics of sexual awakening.			T		
5.1 To identify the signs of their sexual awakening.					
5.2 To relate these signs to changes that occur at puberty.					
5.3 To express their questions and feelings about these various signs.					
5.4 To consider sexual awakening as a new dimension in their relationships with members of the opposite sex.					
THEME: SEXUAL EXPLOITATION					
6.0 To show an understanding of what to do in case of sexual exploitation.			T		
6.1 To state in their own words what "sexual exploitation" means.					
6.2 To distinguish sexual exploitation from signs of affection.					
6.3 To identify situations which could lead to sexual exploitation.					
6.4 To recognize that they could be subjected to sexual exploitation.					
6.5 To recognize that adults, adolescents and peers of both sexes are capable of exploiting others.					
6.6 To identify the two basic rules to follow in case of sexual exploitation.					
THEME: SEX ROLES AND SEX ROLE STEREOTYPES					
7.0 To recognize the many different sex roles assumed by men and women and to choose their own roles.			T		
7.1 To review the various roles usually attributed to boys and girls.					

PERSONAL AND SOCIAL EDUCATION

A : Addressed
M : More evaluation needed

SEX EDUCATION

	Level			A	M
	4	5	6		
7.2 To review the various roles usually attributed to men and women.					
7.3 To observe whether or not these roles are assumed by everyone in their social environment and elsewhere.					
7.4 To recognize that most roles can be assumed by both men and women.					
7.5 To give a personal definition of a sex role stereotype.					
7.6 To recognize that stereotypes exist in everyday life and in the choice of careers.					
7.7 To identify the stereotypes that boys and girls adopt.					
7.8 To recognize that people can assume roles usually attributed to members of the opposite sex while retaining their own sexual identities.					
7.9 To express their feelings about the stereotypes that they adopt or could adopt.					
THEME: SOCIAL STANDARDS					
8.0 To show an understanding that certain norms guide the expression of sexuality.			T		
8.1 To express what they understand by the word "norm".					
8.2 To give examples of norms in various aspects of life.					
8.3 To discuss with their peers the norms for the expression of sexuality.					
8.4 To identify in their social environments the norms for the expression of sexuality.					
8.5 To state whether sexual norms exist in other cultures, or whether they existed in the past.					
8.6 To recognize that sexual norms are present in all aspects of life.					
8.7 To explain why these norms exist.					
8.8 To give their opinions on the need for norms for the expression of sexuality.					
THEME: VALUES UNDERLYING THE NORMS					
9.0 To show an understanding of the values underlying the norms guiding the expression of sexuality.			T		
9.1 To identify the norms for adolescent sexual behaviour.					
9.2 To indicate the reasons usually given to justify these norms.					
9.3 To discuss with their peers the validity of these reasons.					
9.4 To identify the values underlying these norms.					
9.5 To explain how norms for the expression of sexuality, as for all other aspects of life, are the expression of certain values linked to people's personal and social development; and to explain how people are convinced to adopt these norms.					
9.6 To ask their parents about the norms that existed when they were young.					

PERSONAL AND SOCIAL EDUCATION

A : Addressed
M : More evaluation needed

SEX EDUCATION

	Level			A	M
	4	5	6		
9.7 To identify the values that are a priority for them, which express their adolescent sexuality.					
9.8 To identify the norms related to them.					
9.9 To discuss with their peers, parents or other adults the norms that should guide adolescents in expressing their sexuality.					
THEME: THE PHENOMENON OF BIRTH					
10.0 To show an understanding of the phenomena of fertilization and childbirth.			T		
10.1 To explain the process of human conception.					
10.2 To describe the development of the foetus.					
10.3 To give a short description of the changes that parents undergo during a pregnancy and to explain why these changes occur.					
10.4 To describe the stages in childbirth and the roles played by each parent.					
10.5 To understand that looking after a newborn baby requires considerable attention and commitment.					

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

FIRST MOVEMENT CONTEXT: PERSONAL ENVIRONMENT

MOVEMENT PURPOSE: AWARENESS AND CONTROL OF THE BODY

GENERAL OBJECTIVE: THE PUPIL SHOULD HAVE AN ACCURATE IMAGE OF HIS BODY AND MOVE IT IN A VARIETY OF WAYS IN HIS PERSONAL SPACE.

TOPIC OF STUDY: MOVEMENTS
BODY POSITIONS

	Level 4	Level 5	Level 6	A	M
1.1 To link a variety of body positions, in place or with limited locomotor movement, while maintaining balance.	↔	↔	T ↔		
1.1.1 To change body positions without losing balance.	↔				
1.1.2 To maintain balance in different body positions while varying the points of support on the ground.	↔				
1.1.3 To retain balance in the final phase of execution of a movement or sequence of movements.		↔			
1.1.4 To vary the surface and number of support points and the distance between them on the ground, while maintaining balance.		↔			

TOPIC OF STUDY: ACTIONS CONNECTED WITH EXECUTION TIME
ACTIONS CONNECTED WITH THE USE OF SPACE

	Level 4	Level 5	Level 6	A	M
1.2 To link different movements or actions controlling the speed of execution and the transitions.	↔	↔	T ↔		
1.2.1 To execute his own series of non-locomotor movements, varying the level, direction, and amplitude.	↔				
1.2.2 To execute in the order indicated his own series of locomotor and non-locomotor movements, maintaining a constant rhythm.	↔				
1.2.3 To execute a group of movements on the ground, going slowly through all kinds of positions.	↔				
1.2.4 To execute different actions alternating sudden and sustained movements.		↔			
1.2.5 To initiate a movement with one part of the body and transmit it to another part, bringing other parts of the body into play.		↔			
1.2.6 To assess the possibilities of moving his body, combining various movements.		↔			
1.2.7 To make a realistic assessment of the degree of his own mastery of rhythms and speeds of execution.		↔			

FIRST MOVEMENT CONTEXT: PERSONAL ENVIRONMENT

MOVEMENT PURPOSE: AWARENESS AND CONTROL OF THE BODY

GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO UNDERSTAND CERTAIN EFFECTS OF PHYSICAL ACTIVITY AND DEMONSTRATE CARDIORESPIRATORY AND MUSCULAR STAMINA IN PHYSICAL ACTIVITIES.

TOPIC OF STUDY: EFFECTS AND BENEFITS OF PHYSICAL ACTIVITY

	Level 4	Level 5	Level 6	A	M
2.1 To describe some effects of physical activity on the body's functioning.	↔	↔	T ↔		
2.1.1 To identify the basic physiological phenomena related to forms of work in which the intensity and length of effort vary.		↔			
2.1.2 To explain in his own words the role of each of the sources of the energy (air, food, water) necessary for his body.		↔			

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
TOPIC OF STUDY: CARDIORESPIRATORY AND MUSCULAR STAMINA					
2.2 To participate actively in different forms of physical activity requiring varying intensities and lengths of cardiorespiratory and muscular exertion.	•—•	•—•	T •—•		
2.2.1 To make an appropriate effort and sustain it throughout the activity.			•—•		
2.2.2 To execute adequately a variety of conditioning exercises, on his own initiative.			•—•		
2.2.3 To move rapidly over a short or medium distance.			•—•		
2.2.4 To walk or run various distances according to his ability the length of effort not to exceed 10 minutes.			•—•		
2.2.5 To exert the effort necessary to raise or move objects proportional to his abilities.			•—•		
2.2.6 To demonstrate flexibility in the execution of various movements.			•—•		
2.2.7 To raise or move the body repeatedly, using different grips or points of support.			•—•		
SECOND MOVEMENT CONTEXT: PHYSICAL ENVIRONMENT					
MOVEMENT PURPOSE. AWARENESS, ADJUSTMENT AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT AND OBJECT MANIPULATION.					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO CONTROL DIFFERENT FORMS OF LOCOMOTOR MOVEMENT UNDER A VARIETY OF PHYSICAL ENVIRONMENTAL CONDITIONS.					
TOPIC OF STUDY: LOCOMOTOR MOVEMENT IN RELATIONSHIP WITH VARIOUS KINDS OF SPACE (AIR-GROUND).					
3.1 To execute various types of locomotor movements, controlling their execution and their connection.	•—•	•—•	T •—•		
3.1.1 To coordinate the various parts of the body involved in the execution of a given type of movement (eg. climbing, crawling, jumping...).	•—•				
3.1.2 To control the position of the body in different movements on the ground, on elevated objects, or in the air.	•—•				
3.1.3 To link a run and a jump, so as to avoid an obstacle and control the landing.	•—•				
3.1.4 To connect a variety of locomotor movements on an elevated piece of equipment (walk, pivot, roll...).		•—•			
3.1.5 To link various types of locomotor movements (runs, jumps, rolls...).		•—•			
3.1.6 To execute different take-offs and light from a spring board, controlling body position in the air and on landing.		•—•			
3.1.7 To judge with some precision, distance to be covered or height to be cleared.		•—•			
3.1.8 To judge his own ability to travel efficiently under various conditions.		•—•			
TOPIC OF STUDY: LOCOMOTOR MOVEMENT IN RELATIONSHIP WITH VARIOUS TYPES OF OBJECTS.					
3.2 To control his movements on a variety of equipment on somewhat uneven terrain.	•—•	•—•	T •—•		
3.2.1 To climb and descend relatively steep slopes while maintaining balance.	•—•				
3.2.2 To make controlled turns in both directions.	•—•				
3.2.3 To make a controlled stop maintaining a standing position.	•—•				
3.2.4 To move at different speeds, while maintaining balance.			•—•		

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level 4	5	6	A	M
3.2.5 To adjust to any unevenness of the terrain while moving, and to avoid accidents.			↔		
3.2.6 To chose the form of movement most appropriate to the conditions of the terrain.			↔		
TOPIC OF STUDY: LOCOMOTOR MOVEMENT IN RELATIONSHIP WITH VARIOUS KINDS OF SPACE (WATER).					
3.3 To move in water in different ways, maintaining balance in various positions.	↔	↔	T ↔		
3.3.1 To exhale under water in different ways.					
3.3.2 To enter the water in different ways with controlled body positions.					
3.3.3 To glide on the front or the back, keeping the limbs at the surface of the water.					
3.3.4 To float at the surface of the water with as little movement as possible.					
3.3.5 To propel himself at the surface of the water in a variety of ways, from one point to another.					
3.3.6 To travel under water in different ways.					
SECOND MOVEMENT CONTEXT: PHYSICAL ENVIRONMENT					
MOVEMENT PURPOSE: AWARENESS, ADJUSTMENT, AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT AND OBJECT MANIPULATION					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO CONTROL DIFFERENT KINDS OF OBJECT MANIPULATION UNDER A VARIETY OF PHYSICAL ENVIRONMENTAL CONDITIONS.					
TOPIC OF STUDY: HANDLING OBJECTS.					
4.1 To control the handling of various implements and objects in specific activities.	↔	↔	T ↔		
4.1.1 To use various implements to move heavy objects.		↔			
4.1.2 To use various implements to get over an obstacle.		↔			
4.1.3 To make effective use of implements to protect himself or his territory.			↔		
4.1.4 To handle successfully various implements used in sports activities.			↔		
4.1.5 To juggle, dribble, or manipulate several objects simultaneously.	↔				
4.1.6 To indicate appropriate ways to handle objects with various implements in terms of the characteristics of the activity involved.	↔				
4.1.7 To indicate the basic safety rules to be followed in the handling of objects.		↔			
TOPIC OF STUDY: PROPELLING AND RECEIVING OBJECTS					
4.2 To control the propulsion and reception of objects in different activities.	↔	↔	T ↔		
4.2.1 To make accurate passes of the objects used in sports to a stationary or moving partner.	↔				
4.2.2 To show skill in catching, cushioning, or stopping various objects thrown in his direction, using different parts of the body.	↔				
4.2.3 To hit objects in a given direction using various parts of the body or an implement.		↔			
4.2.4 To exchange an object consecutively with a partner using an implement.		↔			

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
4.2.5 To choose the type of throw to be used in a given situation.			↔		
4.2.6 To determine the location at which he could successfully throw and catch objects.			↔		
4.2.7 To assess as accurately as possible the momentum or direction to be given to an object.			↔		
THIRD MOVEMENT CONTEXT: SOCIAL ENVIRONMENT					
MOVEMENT PURPOSE: AWARENESS, ADAPTATION, AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT IN THE MANIPULATION OF OBJECTS, AND IN COMMUNICATION WITH OTHERS.					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO COOPERATE WITH HIS PEERS IN ACTIVITIES INVOLVING TWO OR MORE PEOPLE.					
TOPIC OF STUDY: ASSISTING IN THE ACTION OF ANOTHER AND COOPERATING WITH ONE OR SEVERAL PARTNERS.					
5.1 To adjust his actions to the particular abilities of his partners and to the goals of the activity in question.	↔	↔	T ↔		
5.1.1 To throw an object to another pupil taking into consideration his ability to catch.	↔				
5.1.2 To execute pair and group stunts taking into consideration the abilities of each individual.	↔				
5.1.3 To go through or over various obstacles as a group, using the abilities of each member.	↔				
5.1.4 To move in twos or a group adjusting his speed to that of his partner(s).	↔				
5.1.5 To transport objects taking into consideration the abilities of the others.	↔				
TOPIC OF STUDY: COOPERATING WITH ONE OR SEVERAL PARTNERS.					
5.2 To participate actively in the accomplishment of a task as a member of a team.	↔	↔	T ↔		
5.2.1 To play different complementary roles (fend off, maintain, reassure, assist, guide, support, orient,...) within a group.	↔				
5.2.2 To participate in the organization and carrying out of a group activity.	↔				
5.2.3 To cooperate with all members of the team.		↔			
5.2.4 To change roles during an activity in accordance with the needs of the moment.		↔			
THIRD MOVEMENT CONTEXT: SOCIAL ENVIRONMENT					
MOVEMENT PURPOSE: AWARENESS, ADAPTATION, AND CONTROL OF THE BODY IN LOCOMOTOR MOTION, AND IN THE MANIPULATION OF OBJECTS, AND IN COMMUNICATION WITH OTHERS.					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO SKILFULLY OPPOSE THE ACTION OF ONE OR SEVERAL PEERS IN ACCORDANCE WITH THE PREVAILING RULES.					
TOPIC OF STUDY: INDIVIDUAL DEFENSIVE ACTIONS.					
6.1 To neutralize the offensive action of one or several opponents.	↔	↔	T ↔		
6.1.1 To resist, dodge, or protect himself, adopting the appropriate positions.	↔				
6.1.2 To protect a target or territory by quickly taking a strategic position on the field of play.		↔			
6.1.3 To position himself so as to reduce the possible movements of an opponent.		↔			

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
6.2 To gain the advantage against the defensive actions of his opponents by countering them in different ways.	↔	↔	T ↔		
6.2.1 To position or move himself so as to use the opposing or common territory advantageously.			↔		
6.2.2 To vary the choice and intensity of feints, stokes, and movements according to the needs of the situation.			↔		
6.2.3 To vary the speed and direction of an object using the opponent's or common territory advantageously.			↔		
6.2.4 To vary his grips and attacks so as to unbalance an opponent.	↔				
TOPIC OF STUDY: COMPETITION					
6.3 To give his best during a competition.	↔	↔	T ↔		
6.3.1 To provide a sustained effort until the end of an activity, regardless of anticipated victory or success.	↔				
6.3.2 To provide a sustained effort until the end of an activity, regardless of an anticipated defeat.		↔			
THIRD MOVEMENT CONTEXT: SOCIAL ENVIRONMENT					
MOVEMENT PURPOSE: AWARENESS, ADAPTATION, AND CONTROL OF THE BODY IN LOCOMOTOR MOVEMENT, IN THE MANIPULATION OF OBJECTS, AND IN COMMUNICATION WITH OTHERS.					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO COOPERATE IN THE JOINT ACTIONS OF HIS PARTNERS AND SIMULTANEOUSLY COUNTER THOSE OF HIS ADVERSARIES IN ACCORDANCE WITH THE PREVAILING RULES.					
TOPIC OF STUDY: OFFENSIVE STRATEGIES					
7.1 To carry out actions required by the offensive strategy planned with teammates.	↔	↔	T ↔		
7.1.1 To move so as to create a diversion affecting the opposing team.		↔			
7.1.2 To move the object about rapidly so as to throw the opposing defense off-balance.		↔			
7.1.3 To move while in an offensive position so as to help teammates.		↔			
7.1.4 To move so as to regain balance in the offensive positions of his team.			↔		
7.1.5 To move an object toward a target or area with the help of teammates.		↔			
7.1.6 To shoot quickly at the target once in a position or situation to do so.			↔		
TOPIC OF STUDY: DEFENSIVE STRATEGIES					
7.2 To carry out actions required by the defensive strategy planned with teammates.	↔	↔	T ↔		
7.2.1 To guard an opponent so as to neutralize his efforts (alone or with the help of a teammate).	↔				
7.2.2 To position himself and move so as to minimize the opponent's opportunity to make progress.	↔				
7.2.3 To adapt his movements and actions in accordance with the role being played.		↔			
7.2.4 To position himself and move so as to regain balanced defensive positions for his team.			↔		
7.2.5 To position and move himself so as to be ready to counterattack rapidly.			↔		
7.2.6 To cut off the opponents' passing lanes.		↔			

PHYSICAL EDUCATION

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
TOPIC OF STUDY: COMMUNICATING WITH TEAMMATES					
7.3 To exchange various signals with teammates so as to guide their joint action.	↔	↔	T ↔		
7.3.1 To signal the object carrier where he would like to receive the object.		↔			
7.3.2 To signal the object carrier where he intends to go.			↔		
7.3.3 To show his teammates where he needs to position himself in order to move the object ahead.			↔		
7.3.4 To signal their opponents' intentions to his teammates.			↔		
TOPIC OF STUDY: SPORTSMANSHIP					
7.4 To demonstrate by his actions that he has integrated the basic principles of sportsmanship.	↔	↔	T ↔		
7.4.1 To congratulate players on their success.	↔				
7.4.2 To know how to oppose his opponents honestly.	↔				
7.4.3 To share his play with all pupils without any form of discrimination.	↔				
7.4.4 To accept the challenge involved in certain activities.		↔			
7.4.5 To respect others and his environment in the expression of his emotions.		↔			
7.4.6 To apply the rules of the game and of safety which ensure its development during his activities.		↔			
THIRD MOVEMENT CONTEXT: SOCIAL ENVIRONMENT					
MOVEMENT PURPOSE: AWARENESS, ADAPTATION, AND CONTROL OF THE BODY, IN MANIPULATION OF OBJECTS, AND IN COMMUNICATION WITH OTHERS.					
GENERAL OBJECTIVE: THE PUPIL SHOULD BE ABLE TO EXPRESS HIMSELF SPONTANEOUSLY THROUGH HIS BODY, INDIVIDUALLY OR IN A GROUP.					
TOPIC OF STUDY: EXPRESSION OF IDEAS AND FEELINGS REPRESENTATION OF REAL AND IMAGINARY HAPPENINGS					
8.1 To develop a sequence of actions translating a given intention, alone or in a group.	↔	↔	T ↔		
8.1.1 To execute a sequence of locomotor or non-locomotor actions linking quick and sustained movements.	↔				
8.1.2 To execute a sequence of movements involving the factors of weight and time.	↔				
8.1.3 To execute with friends a sequence of synchronized movements combining various forms of movement.	↔				
8.1.4 To express a given theme through a small group dance.	↔				
8.1.5 To execute in unison movements and motions to sound accompaniment.	↔				

PROTESTANT MORAL
AND RELIGIOUS EDUCATION

A: Addressed
M: More evaluation needed

PROTESTANT	Level			A	M
	4	5	6		
LEVEL 4: THEME: WORKING TOGETHER					
MODULE 1 - THE JUDAEO-CHRISTIAN STORY					
GENERAL OBJECTIVE: **TO ACQUIRE A KNOWLEDGE OF THE TRADITIONS AND AN AWARENESS OF THE VALUES OF THE JUDAEO-CHRISTIAN STORY AS THEY PERTAIN TO PEOPLE WORKING TOGETHER IN COMMUNITY.**					
The student will be able to:					
1.0 appreciate the importance of co-operating within a group as illustrated in the stories of Moses and his community	T ↔				
1.1 retell (role-play, draw, dramatize, recount, discuss, etc.) the story of how Moses succeeded in keeping his people together as a community					
1.2 express his understanding of some of the rules for living as stated in the Ten Commandments					
2.0 become aware of the importance of caring for each individual in a group	T ↔				
2.1 explain the importance of the benediction of Moses to the people of Israel					
3.0 appreciate the importance of caring, contributing to and co-operating within a group as illustrated in the teachings of Jesus	T ↔				
3.1 explain his understanding of some of the rules for living as found in the teachings of Jesus					
MODULE 2 - CELEBRATION					
GENERAL OBJECTIVE: **TO ACQUIRE A KNOWLEDGE OF VARIOUS FORMS OF COMMUNITY CELEBRATION AND AN AWARENESS OF THE ROLE THAT RITUAL PLAYS IN HELPING US TO CELEBRATE.**					
The student will be able to:					
1.0 demonstrate an appreciation of the ritual practices of various secular and religious events	T ↔				
1.1 participate in the specific ritual practices connected with at least 2 secular events through such means as drama, movement, art and discussion					
1.2 describe the specific ritual practices connected with at least 2 religious events through such means as drama, movement, art and discussion					
MODULE 3 - RELATIONSHIPS					
GENERAL OBJECTIVE: **TO LEARN OF HIS RESPONSIBILITIES IN RELATIONSHIPS WITH OTHERS AND OF HIS UNIQUENESS AS AN INDIVIDUAL.**					
The student will be able to:					
1.0 express an attitude of respect for himself and the miracle of human procreation	T ↔				
1.1 describe how to care for the human body					
1.2 explain in simple terms how growth occurs					
1.3 discuss the ways each of us can develop his/her own particular abilities					

PROTESTANT MORAL AND RELIGIOUS EDUCATION

A: Addressed
M: More evaluation needed

PROTESTANT	Level			A	M
	4	5	6		
2.0 demonstrate an awareness of his growing responsibility as an individual in group interaction	T ↔				
2.1 describe how rules help people in a group					
2.2 list, tell, draw, etc. some of the rules of the home, of the school and of the community					
2.3 list and describe some of his responsibilities					
LEVEL 5 - A GROWING AWARENESS					
MODULE 1 - THE JUDAEO-CHRISTIAN STORY					
GENERAL OBJECTIVE: TO ACQUIRE A KNOWLEDGE OF THE STORIES OF DAVID AND JESUS AND AN UNDERSTANDING OF THE VALUES EXEMPLIFIED BY THEIR ACTIONS.					
The student will be able to:					
1.0 demonstrate a knowledge of the story of David and empathize with the values underlying his dealings with others		T ↔			
1.1 retell the story of Samuel and Saul as background to the story of David					
1.2 give reasons for choosing David as future King					
1.3 show how Psalm 23 relates to David's combat with Goliath					
1.4 describe David's behaviour towards Saul the King					
1.5 describe David and Jonathan's feelings for one another					
1.6 describe David's feelings when he learned of the deaths of Jonathan and Saul					
1.7 retell the story of David's early days as King					
1.8 explain why David showed kindness towards Jonathan's son					
1.9 describe David's feeling when he realized he had broken God's commandments					
1.10 explain David's reaction to the death of Absalom					
1.11 restate the advice David gave to his son regarding the qualities of kingship					
2.0 demonstrate an appreciation for the values exemplified by Jesus		T ↔			
2.1 explain why Jesus asked John to baptize him					
2.2 list Jesus' stated aims for his ministry					
2.3 relate the story of Jesus' healing the paralyzed man to one of Jesus' aims stated above					
2.4 state some of the reasons why Jesus' values were unpopular with the authorities					
2.5 contrast the way Jesus entered Jerusalem with the way a king might ordinarily have entered the city					
2.6 illustrate the meaning of Jesus' final commandment					

PROTESTANT MORAL AND RELIGIOUS EDUCATION

A: Addressed
M: More evaluation needed

PROTESTANT	Level 4	5	6	A	M
MODULE 2 - CELEBRATION					
GENERAL OBJECTIVE: TO BECOME AWARE OF THE VARIETY OF REGULAR COMMUNITY OBSERVANCES IN VARIOUS TRADITIONS.					
The student will be able to:					
1.0 demonstrate a respect for the diversity of regular religious observances		T			
1.1 describe the daily practices of at least 4 different religious traditions					
1.2 describe the weekly practices of at least 2 different religious traditions					
1.3 describe the New Year celebration of at least 2 different religious communities					
1.4 describe the celebration of an annual event in 2 or more native Indian communities					
MODULE 3 - RELATIONSHIPS					
GENERAL OBJECTIVE: TO LEARN OF THE CHANGES AND RESPONSIBILITIES ASSOCIATED WITH PUBERTY.					
The student will be able to:					
1.0 demonstrate an understanding of the changes one undergoes as he/she reaches puberty		T			
1.1 identify the physical changes which accompany puberty					
1.2 distinguish between physical and emotional changes in the process of maturation					
2.0 demonstrate an awareness of the need to assume responsibility for his/her own behaviour in relating to others		T			
2.1 describe 3 aspects of his/her own personality which he/she would like others to respect					
2.2 describe 3 external factors which influence behaviour					
2.3 list some factors to be considered in relating to others					
2.4 describe how one might act appropriately in a given social situation					
LEVEL 6 - A DEEPENING AWARENESS					
MODULE 1 - THE JUDAEO-CHRISTIAN STORY					
GENERAL OBJECTIVE: TO BECOME AWARE OF SOME OF THE VALUES EXPRESSED IN THE JUDAEO-CHRISTIAN STORY.					
The student will be able to:					
1.0 demonstrate an appreciation of wisdom as one of the fundamental values expressed in the story of Solomon			T		
1.1 retell the story of Solomon's succession to the throne					
1.2 explain the significance of Solomon's gesture in dealing with the two mothers					
1.3 describe the events which led to the fall of the Kingdom of Israel					

PROTESTANT MORAL AND RELIGIOUS EDUCATION

A: Addressed
M: More evaluation needed

PROTESTANT	Level 4	Level 5	Level 6	A	M
2.0 demonstrate an appreciation of the values of faith and hope as expressed by the Jewish prisoners in Babylon			T →		
2.1 compare Daniel's life style to that of the other members of the king's household					
2.2 retell the story of the fiery furnace from the king's point of view					
2.3 retell the story of the lion's den from Daniel's point of view					
2.4 describe the release of the Jews from captivity					
3.0 demonstrate an appreciation of love and hope as essential dynamics in the story of Jesus' trial, crucifixion and resurrection			T →		
3.1 describe how Jesus might have felt in the Garden of Gethsemane					
3.2 explain why Peter denied Jesus					
3.3 describe the events surrounding the trial of Jesus					
3.4 describe Jesus' attitude towards men at the time of the crucifixion					
3.5 retell the story of Jesus' burial and resurrection					
MODULE 2 - CELEBRATION					
GENERAL OBJECTIVE: TO BECOME AWARE OF THE RELIGIOUS SIGNIFICANCE OF FOOD AND DRESS IN VARIOUS TRADITIONS.					
The student will be able to:					
1.0 appreciate the role of food in ceremonial practice			T →		
1.1 describe at least one custom or ceremony involving food in each of four different religious traditions					
1.2 explain the religious significance of the food and/or dietary customs in the examples selected					
2.0 appreciate the role of dress and adornment in ceremonial practice			T →		
2.1 describe at least one example of ceremonial dress or adornment in each of four different religious traditions					
2.2 explain the religious significance of the dress and/or adornment in the examples selected					
MODULE 3 - RELATIONSHIPS					
GENERAL OBJECTIVE: TO LEARN OF THE CHANGES AND INCREASING RESPONSIBILITIES ASSOCIATED WITH ADOLESCENCE.					
The student will be able to:					
1.0 demonstrate an awareness of physical and emotional aspects of growing to adulthood			T →		
1.1 describe the process of human reproduction					
1.2 explain why his attitudes may change as he reaches adolescence					

PROTESTANT MORAL AND RELIGIOUS EDUCATION

A: Addressed
M: More evaluation needed

PROTESTANT	Level			A	M
	4	5	6		
2.0 appreciate the importance of responsible behaviour			T ↔		
2.1 illustrate the relationship between freedom and responsibility					
2.2 describe some of the ways in which a responsible person relates to other people					
3.0 appreciate the importance of making responsible decisions			T ↔		
3.1 outline the factors to be considered when making a decision					

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

OVERALL OBJECTIVE: TO GUIDE THE PUPIL TOWARDS AN INITIAL UNDERSTANDING OF THE SOCIAL, GEOGRAPHICAL, AND HISTORICAL REALITIES OF THE WORLD AROUND HIM.

	Level 4	Level 5	Level 6	A	M
1.0 TO INTRODUCE THE CHILD TO THE GEOGRAPHY OF QUEBEC AND CANADA.			T		
1.1 To describe the physical and social features of different landscapes in his region, Québec and Canada, using appropriate vocabulary, photographs and maps.					
1.1.1 To identify the physical features of a landscape, using direct observation, sketches, models, photographs, and maps: a) its landforms; b) its bodies of water; c) its vegetation.			•		
1.1.2 To name the main physical and social features of his region, using photographs and maps.	•				
1.1.3 To describe the main physical and social features of his region, using direct observation, photographs, and maps.	•				
1.1.4 To identify some of the similarities and differences between landscapes typical of the three main physiographic regions of Québec: the Appalachians, the St. Lawrence Lowlands and the Canadian Shield, using photographs and maps.		•			
1.1.5 To identify, using maps and photographs, some of the similarities and differences between landscapes typical of other Canadian regions: the Atlantic Coast, Southern Ontario, the Prairies, the Rockies, the Arctic.			•		
1.1.6 To identify some of the similarities and differences between the landscapes of different rural, urban and uninhabited areas of the world, using maps and photographs.			•		
1.1.7 To read a map legend.			T		
1.2 To determine how some of the physical features of a given area are related, using photographs and maps of different landscapes in his region, Québec, and Canada.			T		
1.2.1 To determine how changes in temperature and precipitation are related and how they affect vegetation and hydrographic features, using photographs of a given landscape in his region taken during different seasons.	•				
1.2.2 To determine how relief and hydrographic features are related, using photographs of the various rivers of Québec.		•			
1.2.3 To determine how altitude and temperature are related, using photographs of high mountain landscapes and data on the peak and base temperatures of these mountains.			•		
1.2.4 To determine how the climate of a region relates to its position with respect to the Poles and the Equator, using climographs of different areas of the world, a globe and a world map.			•		
1.2.5 To identify the North and South Poles, the Equator and the Northern and Southern Hemispheres on a globe and world map.			•		
1.2.6 To read data presented in the form of tables and graphs (line, bar, circle, etc.).			•		

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
1.3 To determine how some of the physical and social features of a given landscape are related, using photographs and maps of different landscapes in his region, Québec and Canada.			T		
1.3.1 To determine how some physical and social features of his region are related, using photographs and maps.	•				
1.3.2 To determine how some of the physical and social features characteristic of landscapes in the Appalachians, St. Lawrence Lowlands and the Canadian Shield are related, using photographs and maps.		•			
1.3.3 To determine how Québec's physical features and the spatial distribution of its population are related, using different types of maps.		•			
1.3.4 To determine how some of the physical and social features characteristic of landscapes in the Atlantic Coast region, Southern Ontario, the Prairies, the Rockies and the Arctic are related, using photographs and maps.			•		
1.3.5 To indicate the Canadian provinces and territories on an outline map.			T		
1.3.6 To determine how Canada's physical features and the spatial distribution of its population are related, using different types of maps.			•		
1.3.7 To determine how some of the physical and social features of landscapes in different rural, urban, and uninhabited areas of the world are related, using photographs and maps.			T		
1.3.8 To recognize the shape and location of a specified area on a globe and outline map.			•		
1.3.9 To read a map legend.			•		
1.3.10 To identify the North and South Poles, the Equator and the Northern and Southern Hemispheres on a globe and world map.			•		
1.4 To situate his region in relation to the physical and social features of Québec as a whole, using physical and population maps.	T				
1.4.1 To identify the physiographic area in which his region is located, using a physical map of Québec.	•				
1.4.2 To describe, in his own words, the seaward flow of rivers in his region, using a physical map of Québec.	•				
1.4.3 To situate his region in relation to the big cities and transportation routes of Québec, using a map of transportation routes.	•				
1.4.4 To indicate on an outline map of Québec's administrative regions the one to which his particular region belongs.	•				
1.4.5 To read a map legend.			•		
1.4.6 To recognize the shape and location of a specified area on a globe and outline map.	•				

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
1.4.7 To read and use the graphic scale on a map.	●				
1.4.8 To give the location of one place in relation to that of another through fieldwork and using the cardinal and intermediate points.	●				
1.4.9 To give the location on a map of one place in relation to that of another using the cardinal and intermediate points.	●				
1.4.10 To give directions for going from one place to another, using a map and the cardinal and intermediate points.	●				
1.5 To describe the locations of Québec and Canada on a map of North America, a globe, and a world map using the cardinal and intermediate points.			T		
1.5.1 To identify the borders of Québec, using a physical-political map of North America.		●			
1.5.2 To describe Québec's location in Canada, North America and the world, using a globe, world map, and the cardinal and intermediate points.		●			
1.5.3 To identify the Canadian borders, using a physical-political map of North America.			●		
1.5.4 To describe Canada's location in North America and the world, using a globe, world map and the cardinal and intermediate points.			●		
1.5.5 To locate North America's location in relation to the oceans and other continents, using a globe, world map, and the cardinal and intermediate points.			●		
1.5.6 To locate Québec and Canada on a globe and on outline maps of the world and North America.			T		
1.5.7 To locate North America on a globe and outline map of the world.			T		
1.5.8 To read a map legend.			●		
1.5.9 To identify the North and South Poles, the Equator and the Northern and Southern Hemispheres on a globe and world map.			●		
1.5.10 To recognize the shape and location of a specified area on a globe and outline map.			●		
1.5.11 To identify on a map the location of one place in relation to that of another, using the cardinal and intermediate points.			●		
1.6 To describe in his own words how Québec and Canada rank in the world in terms of surface area, using maps and graphs.		T			
1.6.1 To compare the surface areas of Québec, Canada, and the other provinces, using a cartogram showing the areas of the Canadian provinces.		●			
1.6.2 To identify some of the countries in the world which are the same size as or smaller than Québec, using a cartogram showing their areas.	●				

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

		Level 4	Level 5	Level 6	A	M
1.6.3	To identify the country with an area greater than Canada's using a cartogram showing the areas of the countries of the world.			•		
1.6.4	To identify how Québec and Canada rank in the world in terms of surface area.			T		
1.6.5	To read a map legend.			•		
1.6.6	To read data presented in the form of tables and graphs (line, bar, circle, etc.).			T		
2.0	**TO DEVELOP AN AWARENESS OF THE ETHNIC AND CULTURAL CHARACTERISTICS OF THE PEOPLES OF QUÉBEC AND CANADA.**					
2.1	**To describe, in his own words, the ethnic composition of the Québec and Canadian populations, using graphs.**			T		
2.1.1	To describe, in his own words, the ethnic composition of the population in his region.	•				
2.1.2	To determine the relative sizes of Québec's different ethnic groups, using graphs showing the ethnic composition of its population.		•			
2.1.3	To determine the relative size of Canada's main ethnic Canadian groups, using graphs showing the ethnic composition of its population.			•		
2.1.4	To compare the relative sizes of the main ethnic groups in Québec and Canada, using graphs showing the ethnic composition of the groups in these two areas.			•		
2.1.5	To read data presented in the form of tables and graphs (line, bar, circle, etc.).			•		
2.2	**To determine the relative sizes of the Québec and Canadian populations in relation to those of North America and the world, using graphs.**			T		
2.2.1	To determine how the population of Québec compares with the populations of Canada, North America and the world, using graphs.			•		
2.2.2	To determine how the population of Canada compares with other North American populations and with those of other countries in the world, using graphs.			•		
2.2.3	To read data presented in the form of tables and graphs (line, bar, circle, etc.).			•		
2.3	**To describe, in his own words, some aspects of the student's regional heritage and the Québec culture.**		T			
2.3.1	To identify some aspects of the regional heritage.	•				
2.3.2	To identify different factors which have influenced Québec culture.		•			
2.3.3	To describe some habits and customs of the Québec people in relation to the factors which have influenced their culture.		•			

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
2.3.4 To list several unique innovations of Québec culture.		•			
2.4 To identify some of the similarities and differences between the Canadian way of life and that of other peoples in the world, using visual aids that show their living conditions.			T		
2.4.1 To identify different aspects of daily life (objects, customs, institutions) which Canadians and people in other industrialized countries have in common.			•		
2.4.2 To identify different aspects of daily life (objects, customs, institutions) which distinguish people in non-industrialized countries from Canadians.			•		
3.0 TO DEVELOP AN AWARENESS OF THE ECONOMIC ACTIVITIES OF QUÉBEC AND CANADA.					
3.1 To describe how common consumer goods are produced and marketed based on an example and using the appropriate vocabulary.			T		
3.1.1 To distinguish between natural resources, raw materials and products, using examples.		T			
3.1.2 To distinguish between renewable and non-renewable resources, using examples.		•			
3.1.3 To distinguish between the development of a natural resource and the processing of a raw material, using examples.		T			
3.1.4 To identify different forms of energy and indicating whether or not they are renewable.		•			
3.1.5 To identify service industries which contribute directly or indirectly to the production or marketing of goods.			•		
3.1.6 To identify different means and routes of transportation suited to the territory and product under study, using a map of different transportation routes in Canada.			•		
3.1.7 To distinguish between importing and exporting, using examples.			T		
3.1.8 To place in order the different operations involved in the production and marketing of goods, using a list of industrial and business activities.			•		
3.2 To describe some important production and commercial activities in his region, Québec, and Canada, using tables, graphs and maps.			T		
3.2.1 To identify the most important industries in the regional economy, using a list of these industries.	•				
3.2.2 To identify some of the natural resources and raw materials necessary in some important regional industries.	•				
3.2.3 To identify where raw materials are found, what goods are processed, and which means of transportation are used for one of the important regional industries, using a map.	•				
3.2.4 To identify some of the natural resources found in Québec and some which are lacking.		•			

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
3.2.5 To associate some important Québec industries with the regions in which they are found, using a list of these industries.		• ↔			
3.2.6 To explain the steps followed in a Québec industry from the development of the raw material to the marketing of the products, using a list of such industries and the appropriate vocabulary.		• ↔			
3.2.7 To identify some natural resources found in Canada (outside of Québec) and some which are lacking.			• ↔		
3.2.8 To associate some major Canadian industries with the provinces in which they are found, using a list of these industries.			• ↔		
3.2.9 To describe, given the points of origin and destination of a given Canadian product, the route between these two points, using a map of Canadian transportation routes, indicating the distance involved and justifying the means and route of transportation used.			• ↔		
3.2.10 To locate the countries which produce and receive principal Canadian imports and exports, using a world map and a list of these items.			• ↔		
3.2.11 To recognize the shape and location of a specified area on a globe and outline map.	↔	↔	• ↔		
3.2.12 To read a map legend.		↔	• ↔		
3.2.13 To give the location of one place in relation to that of another through fieldwork and using the cardinal and intermediate points.	• ↔				
3.2.14 To give the directions for travelling between two points on a map, using the cardinal and intermediate points.	↔	↔	• ↔		
3.2.15 To read and use the graphic scale on a map.	↔	↔	• ↔		
3.2.16 To read data presented in the form of tables and graphs (line, bar, circle, etc.).	↔	↔	• ↔		
4.0 TO DEVELOP AN AWARENESS OF THE DEMOCRATIC SYSTEM IN HIS SOCIETY					
4.1 To describe, in his own words, how the democracy works at the municipal level of government.	T ↔				
4.1.1 To identify some municipal goods and services.	• ↔				
4.1.2 To describe, in his own words, how the municipal council is formed and operated.	• ↔				
4.1.3 To give some examples of the role and powers of the municipal council.	• ↔				
4.1.4 To give some examples of the different rights and responsibilities citizens have regarding municipal government.	• ↔				

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level			A	M
	4	5	6		
4.2 **To describe, in his own words, some situations in which democratic rights are exercised in his community, either in a formal or informal manner.**			T		
4.2.1 To identify various processes and institutions which are based on the format practice of democratic rights in his community.			•		
4.2.2 To identify various situations in which democratic rights are exercised either formally or informally.			•		
4.3 **To identify the three levels of government in Canada, associating them with the various public services they offer.**			T		
4.3.1 To identify two Canadian public services administered exclusively by the federal government.			•		
4.3.2 To identify two public services available to Quebecers and administered exclusively by the provincial government.		•			
4.3.3 To identify two public services available locally and administered exclusively by the municipal government.	•				
4.4 **To describe, in his own words, some situations in which democratic rights and freedoms must be defended nationally and internationally.**			T		
4.4.1 To describe some situations in which citizens' rights and freedoms are subject to abuse.			•		
4.4.2 To identify some of the means available to citizens to defend their rights and freedoms.			•		
4.4.3 To identify, based on world news, some situations in which the exercise of democratic rights and freedoms is curtailed or denied.			•		
4.4.4 To identify several bodies which can defend democratic rights and freedoms at the international level.			•		
5.0 **TO INTRODUCE HIM TO THE HISTORY OF QUÉBEC AND CANADA**					
5.1 **To describe, in his own words, how landscapes, methods of production, and living conditions have changed, using maps, visual aids, verbal accounts, and physical evidence of the different periods in the history of the country.**			T		
5.1.1 To describe, in his own words, different changes which the landscapes in his region have undergone, using verbal accounts, maps and photographs of his region taken now and at the turn of the century.	•				
5.1.2 To describe, in his own words, some of the changes which have taken place in settlement patterns, using maps to compare the area of New France in the mid-18th century to that of Québec today.		•			
5.1.3 To describe, in his own words, some of the main changes which have taken place in production and transportation techniques in Québec since the end of the 19th century, using a variety of visual aids to compare these periods.			•		
5.1.4 To describe, in his own words, some of the changes which have taken place in urban living conditions, using a variety of visual aids to compare urban life at the end of the 19th century to contemporary urban life.			•		

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

	Level 4	Level 5	Level 6	A	M
5.2 To situate the main periods in the country's history in relation to each other and to today, using a time line.		↔	T ↔		
5.2.1 To identify the period in which the first peoples migrated to America.		• ↔			
5.2.2 To identify the century in which America was officially discovered by the Europeans.		• ↔			
5.2.3 To estimate the time between the arrival of the first peoples in America, its official discovery, Europeans, and the present time.		• ↔			
5.2.4 To give the years in which Québec City, Trois-Rivières, and Ville-Marie were founded.		• ↔			
5.2.5 To calculate the ages of the cities of Québec, Trois-Rivières, and Montréal.		• ↔			
5.2.6 To give the year and century in which New France was conquered.			• ↔		
5.2.7 To estimate the duration of the colony of New France.			• ↔		
5.2.8 To give the year and century in which Canada was formed.			• ↔		
5.2.9 To calculate the time which has elapsed since the founding of New France and since the formation of Canada.			• ↔		
5.2.10 To situate the year in which his locality was founded relative to that in which Canada was formed and to the present time.			• ↔		
5.2.11 To use the century as the basic unit of time.		↔	• ↔		
5.2.12 To read a time line.		↔	• ↔		
5.3 To describe, in his own words, the origins and ways of life of the peoples who inhabited Québec before the first Europeans arrived, using geographical maps and other visual aids.		T ↔			
5.3.1 To describe, in his own words, the Amerindian migration from Asia, using a world map.		• ↔			
5.3.2 To describe, in his own words, some of the similarities and differences between the traditional ways of life of the Algonquins, Huron, Iroquois, and the Inuit, using visual aids that show scenes from the daily life of the people under study.		• ↔			
5.3.3 To point out some of the major differences in the Amerindian's traditional and modern ways of life, using visual aids that show scenes from the daily life of two Amerindian families, one in the 17th century and the other in the 20th.		• ↔			
5.3.4 To point out some of the major differences in the Inuit traditional and modern ways of life, using visual aids that show scenes from the daily life of two Inuit families, one in the 19th century and the other in the 20th.		• ↔			

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

		Level 4	Level 5	Level 6	A	M
5.3.5	To point out evidence of the Amerindian heritage in Québec today, using a variety of visual aids, verbal accounts and physical evidence.		• →			
5.3.6	To use the century as the basic unit of time.		• →			
5.3.7	To read a time line.		• →			
5.4	**To tell in his own words how the French explored and settled the St. Lawrence River Valley in the 16th and 17th centuries, using geographical maps and other visual aids.**		T →			
5.4.1	To tell, in his own words, how the Europeans discovered America at the end of the 15th century, using a world map.		• →			
5.4.2	To describe, in his own words, Jacques Cartier's voyages and the first contacts between the white man and Amerindians in the 16th century, using maps and other visual aids.		• →			
5.4.3	To tell, in his own words, how one of the three main French settlements was established in the St. Lawrence River Valley in the 17th century, using maps and other visual aids.		• →			
5.4.4	To identify, in the Québec of today, some traces of French settlement in the St. Lawrence River Valley, using a variety of visual aids.		• →			
5.4.5	To use the century as the basic unit of time.		• →			
5.4.6	To read a time line.		• →			
5.5	**To describe, in his own words, how French Canadians in New France lived in the 18th century, using a variety of visual aids.**		T →			
5.5.1	To describe, in his own words, the habitant way of life in New France, using visual aids that show scenes from the daily life of a habitant family.		• →			
5.5.2	To describe, in his own words, how a «coureur de bois» lived in New France, using visual aids that show scenes from the daily life of a such a person.		• →			
5.5.3	To describe, in his own words, how a missionary lived in New France, using visual aids that show scenes from the daily life of such a person.		• →			
5.5.4	To identify some traces of the former French Canadian way of life in the modern Québec lifestyle, using different visual aids, verbal accounts and physical evidence.		• →			
5.5.5	To use the century as the basic unit of time.		• →			
5.5.6	To read a time line.		• →			

SOCIAL STUDIES

A: Addressed
M: More evaluation needed

		Level			A	M
		4	5	6		
5.6	**To describe, in his own words, some of the circumstances surrounding British settlement in Canada in the 18th and 19th centuries, using maps, graphs, and a variety of visual aids.**			T →		
5.6.1	To recount, in his own words, one of the main events in the military defeat of New France, using maps and other visual aids.			• →		
5.6.2	To compare the ethnic composition and geographical distribution of the populations of the old Province of Québec in 1763 and 1790, using maps and graphs.			• →		
5.6.3	To tell how the Irish immigrated to Canada in the 19th century, using maps, visual aids, verbal accounts, and physical evidence.			T →		
5.6.4	To point out some traces of English settlement evident in Québec today, using maps, visual aids, verbal accounts, and physical evidence.			T →		
5.6.5	To use the century as the basic unit of time.			• →		
5.6.6	To read a time line.			• →		
5.6.7	To read data presented in the form of tables and graphs (line, bar, circle, etc.).			• →		
5.7	**To describe, in his own words, how the Québec people lived in rural and urban areas at the end of the last century, using a variety of visual aids, verbal accounts and physical evidence.**			T →		
5.7.1	To compare the everyday living conditions of rural and urban Quebecers at the end of the 19th century, using a variety of visual aids, verbal accounts, and physical evidence.			• →		
5.7.2	To compare the public services available to the city dwellers and rural dwellers at the end of the 19th century, using a variety of visual aids, verbal accounts, and physical evidence.			• →		
5.7.3	To describe, in his own words, how people in his region lived at the end of the 19th century and the beginning of the 20th, using a variety of visual aids, verbal accounts, and physical evidence.			• →		
5.7.4	To point out some traces of the turn-of-the-century life style evident in Québec today, using a variety of visual aids, verbal accounts and physical evidence.			• →		
5.7.5	To use the century as the basic unit of time.			• →		
5.7.6	To read a time line.			• →		
5.8	**To tell, in his own words, how a particular group of immigrants settled in Canada during the 20th century, using a globe and a variety of visual aids, verbal accounts and physical evidence.**			T →		
5.8.1	To situate the country of origin of the group of immigrants under study, using a globe.			• →		
5.8.2	To describe, in his own words, the conditions under which these immigrants travelled using a variety of visual aids, verbal accounts, and physical evidence.			• →		
5.8.3	To describe, in his own words, the conditions under which these immigrants settled, using a variety of visual aids, verbal accounts, and physical evidence.			• →		